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ABSTRACT

This publication represents the development of a discrete Formula Phonics Videotape Reading/Language Arts Program for teaching English as a second language. Introductory chapters describe the program and the program design, explain how to prepare for teaching the lessons, and show how to introduce the program to students. The major part of the publication consists of detailed lesson plans to be used in conjunction with nine videotapes designed to teach word-attack skills and to move students from patterned dialogues into student-centered dialogues. The plans outline vocabulary and concepts to be taught; list essential tape activities, contingency activities, and test questions; and provide information and notes for teachers. Two concluding chapters discuss methods for teaching word-attack skills and for setting up dialogue groups; an appendix offers instructions for the video operator and information to aid in scheduling each segment of the nine videotapes. (GW)

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Teaching Manual

Formula Phonics

English As A Second Language Program

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Introduction

On a number of occasions the Formula Phonics Video Tape Reading-Language Arts Program has been characterized by both teachers and administrators as the one such program which does not in some way penalize bilingual-bicultural pupils who take part in the regular school curriculum. A description of how the system is used in classes serving bilingual-bicultural students is found on pages 27 through 29 in *Formula Phonics* (fourth edition). Beginning on page 29 is an account of how English as a Second Language teachers can prepare their students for eventual placement into ongoing Formula Phonics Dialog Groups in the regular school program. What has not existed until now is a discrete Formula Phonics Video Tape Reading-Language Arts Program for the E.S.L. student. Over the years many educators involved in E.S.L. have urged us to develop such a program. With their support we have done so.

If you are already familiar with the Formula Phonics Video Tape Reading Program, you will discover on comparison that during its early stages the E.S.L. program does not employ a conventional use of the video tape inputting system. Students do watch the tapes, however, and after viewing them move into the exciting world of the dialog. The Formula Phonics E.S.L. Program should be considered as supplementary to and supportive of the linear approach to language development which today characterizes most E.S.L. programs. The word attack-dialog system provides a mechanism for exploiting the natural language processes in E.S.L. students by moving them from patterning dialogs, which are contrived, into pupil-centered dialogs, which are real. Of primary importance to pupils and their teachers is the fact that in this program each language is considered equally important and each is accorded the same respect. The Formula Phonics E.S.L. Program is designed to add important **new** dimensions to each E.S.L. teacher's oral language arts program by uniting it with the teaching of higher level reading and writing skills. The Formula Phonics E.S.L. Program is designed to provide all students with access to the world of written language.

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Chapter I

The Program

In adopting the Formula Phonics E.S.L. Program you are expanding your existing program to include a number of new elements. You will find that each of these new elements is consonant with contemporary thinking and methodology concerning the teaching of another language. You are not simply adding an English reading-spelling program to your already busy day. Instead, this new Formula Phonics program is structured to provide a context where there is a need for each pupil to communicate in the new language—English. Your goal will be to teach language by meaningful, motivated communication rather than by means of drill or exercise as you teach your pupils to **read** the English language.

In Earlier Times

E.S.L. educators are keenly aware of the new strategies in teaching language which have occurred in the past decade. In large part it is due to their urgings that these changes have come about.

Few teachers and students who were exposed to the older systems of teaching language remember their classrooms with pleasure. How difficult it must have been to teach by rote drill the endless word lists and exercises in irregular verbs while still trying to engender in pupils a sense of urgency, accomplishment, and joyful, exhilarating communication.

Replacing artificial grammatical constructs with patterning dialogs (the first major accomplishment of E.S.L. specialists) failed with numbers of pupils because too often even those dialogs were "artificial." Although the patterning dialogs were by far more meaningful than the earlier drills, many adolescent and adult students still had difficulty relating to dialogs whose theme was, "Let's Play Baseball," "A Trip to the Zoo," or "On the Train." Today, E.S.L. educators realize that what is needed to "turn on" even the highly motivated older E.S.L. students is a method which involves them in the **actual processing of language in "real life" encounters.**

Linguists state that the most successful of today's E.S.L. programs provide this "real life" component. Each such program seems to provide an orderly, linear approach to language acquisition and a meaningful discussion mode for language use. In such programs pupils want to communicate. In doing so they acquire language by talking about and by processing language. Here, the learning and the teaching are real because students are learning language **by way of its use** instead of by way of mere repetition. This is the natural process by which every child learns his own mother tongue.

Today's Formula Phonics E.S.L. Program

The word attack and dialog techniques which the Formula Phonics video tapes teach are used to help your students to: (1) process the language they acquire by way of your current classroom strategies, and (2) acquire and process additional language. There are three levels to the Formula Phonics dialog—basic, maieutic, and Socratic. Each level differs from the patterning dialog in that: (1) every pupil is involved at all times, (2) every dialog grows from a compelling need to communicate about the subject

at hand, and (3) every dialog is a major thrust toward establishing strong intragroup communications.

In the E.S.L. Formula Phonics Dialog Group, language is learned by the confluent, or natural, process of communication. This very naturalness, growing as it does from a need to interact through communication, frees the teachers from becoming overly concerned about structural errors which occur in a pupil's developing linguistic patterns. While today's E.S.L. teacher does not encourage structural errors, he is as tolerant of his pupil's first linquistic steps in English as any parent who thrills to see his child learning the first phrases in his mother tongue, no matter how distorted the pronunciation and grammar might be.

Since the Formula Phonics dialog demands so much oral, intragroup communication, time is on the side of the learner. When effective communication is the goal, proper usage develops with time in the pursuit of that goal. Socially acceptable language usage is a combination of insight and habit. Insight comes with **meaningful** communication. Habit comes with time. The Formula Phonics E.S.L. dialog provides both. Equally important is the concurrent development of those senses of urgency, accomplishment, and joy which all too often are lacking in programmed language development courses.

With the Formula Phonics E.S.L. Program you teach your students **how** to read English so that they will acquire English language by discussing **what** you choose for them to read. Your curriculum is what you read with your students, and what you read provides the original "keying" material for your dialogs. Structure and direction are provided by the three dialog imperatives: **explain, connect,** and **defend.** In this way reading and speaking provide a joint cycling mechanism. Each reinforces the other and provides the learner with a doubly strong approach to language development.

Program Design

Since you are reading this book to prepare for introducing Formula Phonics to your E.S.L. students, you realize that the more you understand about the process the easier it will be for you to design the kind of a program which best fits the needs of you and your pupils. These needs will dictate the selection of either a self-contained program or an articulated program. Both are described below.

The Self-Contained Program

The self-contained program involves only the school's E.S.L. teachers and students in the Formula Phonics processes. In such programs the terminal goal is to provide each student with reading and writing skills which parallel his attainments in oral English. In the self-contained program the period of formal instruction in Formula Phonics methodology lasts only until pupils transfer from E.S.L. classes into the regular program. For older students the period of instruction in E.S.L. classes is usually short. Therefore, in self-contained programs the major emphasis must be to:

1. Teach students enough basic decoding skills so they can begin to obtain information from the printed word, and
2. Teach students enough dialoging skills so they will be able to process, file, and retrieve that information either orally or in writing.

The Articulated Program

The articulated program involves the integration of both the E.S.L.'s and the regular school's Formula Phonics programs so that instruction within each unit represents a series of points on a continuum. The articulated program accepts that whenever an E.S.L. student develops the necessary foundation in English he will move to the **appropriate** non-E.S.L., academic, and vocational classrooms to continue his schooling. It is accepted that each former E.S.L. pupil's attainment in reading and writing will be weighed in helping to determine his placement in the classes of the regular program. Finally, it is accepted that in whatever language arts classroom he may find himself, and hopefully in the content

area and vocational classes as well, the pupil who transfers from the E.S.L. program will find the Formula Phonics wall charts on the wall and the teacher proficient in the same "word attack language of reading skills" as his E.S.L. teacher.

The way you employ the Formula Phonics system in **your** classroom is the same if you have a self-contained or an articulated program. In both instances you or someone in your department will show the video tapes to your E.S.L. pupils and then you will read and dialog with your students as often as possible.

If your entire school is entering into a Formula Phonics program, you should plan to attend the staff development video tape training sessions with the other teachers. If possible you should share your lesson plans with the school's Formula Phonics teachers and at the same time study theirs. Plans should be made to visit each other's classrooms so that the non-E.S.L. reading teachers will understand the type of foundation you are providing your pupils and you will understand the type of environment into which your pupils will move. If you are planning to start an E.S.L. Formula Phonics Program in a school already using the system, try to include all of the elements listed above, except that you will probably watch the tapes only with teachers new to the program being present.

Your E.S.L. pupils are going to develop reading and writing skills at very different rates. Further, they will have come to you with vastly different educational backgrounds. Because of this it is important in an articulated program to develop accurate measures to determine where in the regular program matriculating E.S.L. students should be placed. These procedures must show not only how much English and how many reading skills a pupil has learned but also how much of an academic background in the several content areas he already possesses. Occasionally, regular program teachers need to be reminded that a person who has only emerging skills in reading and speaking English perhaps is highly literate in another language.

Chapter II

Staff Development

The first formal step in learning to teach the Formula Phonics system requires that you read pages 1 through 73 in the teacher's manual, *Formula Phonics* (fourth edition). These pages will give you a general overview of the system and will expose you to most of its special vocabulary. From this point forward it will be assumed that you have mastered the information in those pages.

STOP! READ PAGES 1–73 IN *FORMULA PHONICS*

The second formal step in learning to teach the Formula Phonics system is the watching of all of the video tapes. Plan to watch them in exact order. The Community Involvement Tape should not be watched now. **Before you watch** each tape reread, starting on page 22 of *Formula Phonics,* what is written about that tape. As you watch Tapes Two through Eleven, have a copy of the pupil's patterning book, *The Formula Phonics Reading Book,* at hand. Do each response as it is called for on the tape, whether oral or written. As you watch the tapes, do take notes. Many teachers find it helpful to take notes directly in the teacher's manual or in the pupil's patterning book. YOUR NOTES WILL BE THE BASIS FOR ANY MODIFICATIONS YOU WISH TO MAKE IN THE LESSON PLANS WHICH FOLLOW. At this time don't concern yourself at all with E.S.L. considerations. Plan instead to learn every bit of information designed into each tape. Feel free to start and stop a tape whenever you wish and to replay part or all of it. Don't try to watch too many of the tapes at a single sitting. If you do all of the behaviors which each tape demands and also keep accurate notes, you will find watching two or three tapes a day will be adequate.

The tapes you are going to watch and later show to your pupils are **clinical tools.** Keep this in mind when watching them. Except in concentrated, short term reading programs, Tapes Two through Eleven are designed **to pattern or program rather than to teach** retrievable word attack data into English speaking pupils. They have been designed to reproduce the process which occurs when one is reading—that is, to create an active involvement between the medium and the student. Just as one cannot read in a passive mode, the teacher should not allow students to watch the tapes in a passive manner. You must be aware that when film or video is used to transmit information, there must always be a trade-off between entertainment and the message. When a program on film or tape is heavily weighed toward entertaining, it becomes an unsatisfactory vehicle for transmitting its message—in terms of **retrievable** information—to the viewer. This is particularly true in cases where viewers have little or no information or experience antecedent to the subject they are asked to watch. Thus, the teacher who takes a group of students through the tapes should not only have an intimate knowledge of their content but should plan as well how to make those tapes relevant to the group. Where these conditions obtain, the ten tapes will hold the interest of a class and fund its members with the greater portion of the information they contain.

In most cases a group can be observed watching the tapes in a mosaic pattern with its several members interacting with the different segments with greater and lesser degrees of intensity. This irregular

pattern of involvement between the different members of the group and the tapes frequently provides that in word attack situations no single pupil, initially, has available **all** of the information the tapes provide. This causes no problem in the Formula Phonics group setting, however. Whereas one student alone might find it an impossible task to answer a specific question, the entire group, having been exposed to all the tapes, has within it the information necessary to answer most questions one might ask.

As you watch the tapes for the first time, think in terms of how a teacher of English speaking pupils might plan lessons which would provide for the greatest possible interaction between pupils and the teachers on the tape.

STOP! WATCH EACH OF THE VIDEO TAPES IN ORDER

Having watched the tapes you can affirm that they pattern a great deal of information into English speaking pupils in ten short sessions. Even so, the tapes do not provide all the information which pupils need to successfully attack words. Two additional word attack components which are alluded to in the tapes, but which are best taught by the classroom rather than the video teacher, are **blending** and **pals.** How Formula Phonics teachers move their pupils from a video tape inputting process into a live classroom inputting reinforcing process is the third formal step in learning to teach the Formula Phonics system. It is illustrated on pages 74 through 104 in *Formula Phonics.*

If you will open your pupil's book to page 19, you will find the story titled "Reading." On page 74 in *Formula Phonics* you will find that same story reproduced. On pages 75 through 79 you will find instructions for dealing with all of the major word attack and discussion elements which the story contains. Here you find a description of the basic dialog process which you watched classroom teachers employing on Tapes Eleven and Twelve. Here is the specific methodology of Formula Phonics which the teacher uses to teach decoding, vocabulary, comprehension, and literacy.

Carefully adhering to the teacher's manual, you should work through each one of the six reading exercises twice. The first time imagine that you are teaching each story to a group of English speaking impoverished readers who have just completed watching the tapes. During this process let your main attention be directed toward learning how to teach the word attack system. As an E.S.L. teacher you above all other teachers must understand that system, since in your classroom you will not have time to look up a procedure you should already know. The second time you work through the reading exercises concentrate on how you would use them with an E.S.L. Dialog Group whose members have done all the behaviors in Tapes Three through Eleven.

If yours is an articulated program, here is the best time to visit beginning reading classes of English speaking students. If possible, you might even lead a Dialog Group and work through a few word attack episodes and discussions with the English speaking students. You will want to practice actually or vicariously until you have internalized the teacher's role and know how to use the Formula.

STOP! WORK THROUGH EACH OF THE EXERCISES FOUND ON PAGES 19 THROUGH 28 IN THE *FORMULA PHONICS READING BOOK* AND ON PAGES 75 THROUGH 104 IN *FORMULA PHONICS.*

An additional way to provide more of the information which pupils need to attack words is through the *Formula Phonics Spelling Book*. The fourth formal step in learning to teach the Formula Phonics system is to read the spelling teacher's manual. Much of the extra phonetic information covered in the speller is not included in *Formula Phonics* because it was found that its inclusion tended to clutter the system with material which had an extremely low use factor in teaching reading to native English speaking students for whom closure came easily. English speaking pupils using Formula Phonics skills to attack words always find those words somewhere in the context of whatever they are reading. Accordingly, a

"close is good enough" word attack system is acceptable. In spelling, on the other hand, "close" is never acceptable. Hence, the Formula Phonics spelling system could not ignore any of the more obscure English spelling procedures which, because of closure, are not treated in the reading system.

In the beginning most of your E.S.L. students will have a limited capacity for closure on words under attack because of their inability to utilize effectively auditory and contextual clues. They will have to attack words which English speaking pupils "roll past" with nary a thought. Thus, you will find yourself teaching more word attack and more complex word attack information than will a teacher of English speakers. Because it is keyed to and is a part of the word attack system, the best place for you to learn these more advanced skills is in the teacher's edition of the *Formula Phonics Spelling Book*.

If you are to work in a self-contained program, the decision of when to introduce the spelling book and how far to take your pupils through it is your own. In an articulated program, however, you will want to meet with the transfer language arts teachers and decide with them whether or not you should begin the **formal** work in the spelling book. It may be that you will decide to reserve the book for the other classroom. You may decide to take your pupils through a part of the book before they transfer. Whatever your decision, you will want to know and be able to teach the information in the spelling book on a contingency basis.

STOP! READ THE TEACHER'S EDITION OF THE *FORMULA PHONICS SPELLING BOOK*

When you decide to introduce your students to the Formula Phonics Video Tape Reading Program will depend on how well you are able to communicate with them in their first and/or second language. If, for example, your pupils speak Cantonese and so do you (or so does your aide or a volunteer), the program can be introduced very early. If, on the other hand, your group must go through a period of instruction before effective communication is possible and it is not possible for you to work through a bilingual intermediary, you should wait until later to introduce the program. Remember that in terms of communication **we are not speaking about your translating the Formula Phonics material.** Rather, we are speaking about your ability to preside over discussions where your students **process** the material by way of discussion. This discussion may in its early stages be carried on primarily in the group's first language, then bilingually, and finally in English.

If any or all of your pupils speak Spanish as a first language (and currently some 90 percent of all E.S.L. pupils in the United States are Spanish speaking), you should show them the Spanish language version of your Community Involvement Tape. If you don't speak Spanish, yet plan to use the tape, you should know that it is a translation of the English language Community Involvement Tape. Although the Spanish language Community Involvement Tape was made in Los Angeles, its translators at California State University at Los Angeles used a standard form of Spanish so that the tape would be understood by those from Central and South America, Mexico, and the Islands as well as by native born, Spanish speaking Americans.

Even if only a part of your group are Spanish speakers, those members should see the tape. The reason for this is that once they have seen the tape, your Spanish speaking students will be able to help you explain the program to those students who are not Spanish speakers. When your Spanish speaking students help interpret the program to one another and to speakers of other tongues, they are engaged in the very process of learning language by way of its use which the successful program demands.

STOP! WATCH THE ENGLISH LANGUAGE COMMUNITY INVOLVEMENT TAPE

AND, IF APPROPRIATE, THE SPANISH LANGUAGE TAPE.

Whether or not your pupils are to view the Spanish language Community Involvement Tape, there is no way except by a laborious process of direct translation to make their viewing of Tape Two relevant. Indeed, by the time the typical E.S.L. student will be able to view and understand all of the material

discussed in Tape Two, he could be ready to leave the E.S.L. program. Since it is essential that your E.S.L. students understand much of the material on Tape Two, it will be necessary for you to transmit this information to them by means other than viewing the tape.

As you know, Tape Two is called "The Turn-On." This tape is designed to move pupils into the world of Formula Phonics; to introduce certain of the Formula Phonics themes, attitudes, and vocabulary; and to establish the teacher's role in the learning to read process. Because you will not show the tape, the lesson plan which follows is intended to provide your group with much of the same information. Since you have already watched Tape Two, you might wish to review your notes from that viewing rather than watch it again at this time.

The next section of this book is made up of the lesson plans which you are going to use to teach English word attack information to your students. Working through each one of these lessons and watching the appropriate tape is another part of your staff development procedure. Do not omit this step and try to "wing it" by simply starting to go through the lessons with your students. It is important that you look at the tapes and the lesson plans through *their eyes* **before** you start your program. Do feel free to use the "Teacher Information and Notes" area on each page to take notes and to write modifications or additions to any of the lesson plans which follow.

Lesson Plans

The Formula Phonics video tapes are used to fund students with word attack information. During word attack episodes, which occur naturally during reading in class, this raw data is synthesized by each student into a personal decoding system. The E.S.L. Lesson Plans treat the separate word attack segments which occur on each video tape as thematic units. For each segment there is provided a listing of the VOCABULARY AND CONCEPTS and ESSENTIAL TAPE ACTIVITIES found in that unit. Where appropriate, CONTINGENCY ACTIVITIES, which may be used to reinforce the information presented on the video tapes, are also provided.

After the group has viewed each segment, the E.S.L. teacher:

1. PROBES by questioning to discover how many of the Vocabulary and Concepts have been learned—and by which students.
2. IN-PUTS any missing information into group members who could not follow the video teachers and perform all the Essential Tape Activities.
3. PROCESSES essential Vocabulary and Concepts by use of the appropriate Contingency Activities.

Lesson Plan for the Turn On

I. Reading and Writing Information

Distribute to each of your students a copy of the *Formula Phonics Reading Book* and see that each has a pen or pencil. Ask them to look at the back cover and consider that part of the writing which says "This book belongs to." If any student feels able to call any or all of the four words, let him. You should supply any words which can't be read or read the entire phrase if that is necessary.

Read the four words aloud for your group. Next, have all of your pupils say the four words aloud. Modeling the pronunciation of English words for the members of your class is a step you must repeat in all of your early instruction. You will notice that in striving for the highest possible level of standard English pronunciation with your students you are in no way denigrating their first language. Instead, you will be helping them attain closure when reading in English. Indeed, you may even discover that in some cases you will be strengthening a student's facility with his first language as you teach him English.

Once everyone has said, "this book belongs to" in English, let the group begin to discuss what the words mean. It is expected that most of this discussion will go forward in your students' **first** language. In this manner your pupils will be using their reservoir of native language to discuss and learn new language. Notice, however, that the triggering device for this procedure is the **written** English word. This is the basis for the entire Formula Phonics E.S.L. program. That is—USE EXISTING LANGUAGE TO LEARN AND PROCESS NEW LANGUAGE AS IT OCCURS IN READING AND DISCUSSION. As a by-product your pupils will also be processing all of the ideas, information, and knowledge in the material they are reading.

As your discussion progresses, you will find that you will have to treat with the remaining words: "Name, Address, Street, City, State, Zip, Telephone, Room":

This book belongs to:

Name _____

Address _____
Street City State Zip

Telephone _____ (Room) _____

As each word is processed, have your students fill in the necessary information. They will see that from the start their reading program is concerned with performing real, necessary, and useful tasks.

II. The 26 Letters of the Alphabet

Next, have your students open their books to page 1 and direct their attention to the alphabet.

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

At the board copy the capital and lower case letter A. Find out if anyone knows its name in English. Model its name aloud. Then have the group repeat the name. Find out if there is a letter which is equivalent to the letter A in the alphabet of your pupils' first language. (This step is omitted in cases where a group's

first language is not written or which uses symbols with no alphabetizing equivalence to English.)

Where such letters are discovered, the pupil who makes the connection should come forward and write his letter on the board. In a group where students speak more than a single first language it is worthwhile to set up a column for the equivalent letters from each of the alphabets. Even where letters are made exactly as they are in English they should be written on the board. Obviously, students will view the tasks of learning to read and write English to be far less formidable if they can see its parallels with their own languages.

Although it will take some time (perhaps most of a period), repeat this process with each of the 26 letters. You may find that you finish with a rather interesting display on your board and that it might be worthwhile to transfer this information to a side board or to make a bulletin board for future viewing.

Having identified the letters of the alphabet, the next step is to count them. This should be done both in first languages and then, if possible, in English. During the counting in English try to involve each of your students. Be sure to model the pronunciation of each number as it is produced and have your students practice saying those numbers aloud. When it is determined that there are 26 letters in the English alphabet, have your pupils find the words "26 LETTERS" on page 1. Have them process

26 LETTERS

(discuss-explain) the word "letters" and then put a check after "26 LETTERS."

26 LETTERS ✓

Move now to "500,000 WORDS" and process both the number and the word. During this discussion it should be considered by the group that there are more than 500,000 words in the English language.

500,000 WORDS

Some of your students may be able to contrast this number with the number of words in their own native language. Your group should begin to consider that all of the more than 500,000 English words can be written using only the 26 letters of the alphabet they have been studying. At the close of this discussion have each member of your group place a check after "500,000 WORDS."

500,000 WORDS ✓

III. The 44 Sounds

You will next move to "44 SOUNDS" the first time it appears on page 1. At this point your dialog

44 SOUNDS

may be expected to become considerably more complex. You want your pupils to understand that while all of the more than 500,000 English words may be written using only the 26 letters of the alphabet, to **say** them all requires using 44 sounds. You might start by having your students consider a two-sound consonant such as C or G. Next, try them on vowels and see how many sounds they can find for the letter A, for instance. Next, show your students a pal such as TH, SH, or ING (save CH for later) and help them understand that in English spelling it is sometimes necessary to use letters **in combination** to produce some of the 44 sounds. Because such digraph pals as **CH, SH, TH** and **PH** are largely an English writing phenomenon, you should make sure that your students understand the concept of two letters taking a single sound. You will be laying the foundation for their understanding of the more complex pals such as **TION** which you will help them discover as they are reading.

During all of this discussion your aim is to move your students to discover that the English alphabet doesn't contain enough letters. (You will remember that the reasons why this is so are discussed in Tape

Two). When your students grasp that English must be written with 26 letters yet spoken with 44 sounds have them place the appropriate check.

44 SOUNDS ✓

After the checks have been placed, move on to the subtraction problem in the middle of the page. Of the information which is displayed in this problem only one word "extra" and the minus sign "–" may be new to your students. Thus, you are provided with an opportunity to help your students retrieve

44 SOUNDS
–26 LETTERS
EXTRA SOUNDS

the information they have processed and filed regarding the numbers "44" and "26" and the words "letters" and "sounds" (twice). Rather than treat first with the new word "extra," the experienced dialogist will look for the meaning of the minus sign from his group and have someone perform the

44 SOUNDS
–26 LETTERS
18 EXTRA SOUNDS

operation. This done, it is possible to study the unknown word "extra" in a context which makes linguistic demands on what it must say. *After a subtraction problem of this nature, and having just processed the meaning of both "letters" and "sounds," what word would* **have** *to go into this slot– '18 ---------- sounds'?"* Search for the answer in other languages and then make the bridge to English.

You will remember that the four sets of 2's which stretch across the bottom of page 1 are used to

2	2	2	2
+2	+2	+2	+2

show students how tricky it is to work with an alphabet of 26 letters which must be able to produce 44 sounds. To do this, put the numbers on the board and have any one of your students perform the first operation. Make sure that everyone agrees that "4" is the correct answer. After agreement is

2	2	2	2
+2	+2	+2	+2
4			

reached, write a number 7 below the second set, a 98 below the third, and 3316 below the fourth.

2	2	2	2
+2	+2	+2	+2
4	7	98	3316

Can your pupils accept the sums in the last three operations? Of course not. They don't make sense. A world in which 2+2 could result in four different answers would not make sense **unless** you had an accurate way of telling when one answer would occur as against another. Otherwise you would lose control of any operation involving numbers.

Isn't the same thing true about letters as about numbers? If there are only 26 letters and 44 sounds in English, do you not need a way to *predict* what it is a letter is going to say? Anyone learning to read English must learn both to produce the 44 sounds correctly and to predict with a rather high degree of accuracy when a letter or letters will make one sound as against another.

You should know and explain to your pupils that generally English sound-letter agreement is reliable enough to assure an acceptable pronunciation of a word. Where there is not this agreement,

English speaking pupils usually achieve closure as an action resulting from phonetic closeness or contextual necessity. Unfortunately, these are not resources your pupils will have until they begin to acquire an abundance of English words.

IV. First, Second, and Third Class Phonetic Words

If you will turn to page 43 in *Formula Phonics* and read the section concerned with first, second, and third class phonetic words, you will find the major difference between teaching English language decoding skills to native speakers and teaching them to those who are learning to speak, read, and write English as a second language. When your pupils successfully attack first class phonetic words, you should first look for acceptance in the reader and then in the group. *Does it sound like an English word you have heard before? Will you accept this word? Does it fit into the sentence? Does it make sense?* If there is agreement, you should then model the word and let the group practice it a few times. If, however, the pronunciation is correct but the group cannot validate its correctness, **tell** them the pronunciation is correct and have them practice.

In the early stages of their instruction, E.S.L. pupils usually will have no better luck correctly attacking second class phonetic words than those which are third class. Thus, the strategy used when such words are under attack is to ADHERE TO THE FORMULA EXACTLY. This must be done in class because this is the pattern your students will follow when they are attacking words and are not in your presence. Always **cycle the word both before and after it is sounded** so that your students will hear it in a natural contextual setting. Let the group test the word on their ears to hear how it sounds. Then tell them, *This word sounds out to say ----------. Whenever you attack this word* (point to it on the board) *it will sound out to say ----------. Now tell me again, how do* **we** *say this word? Good! Now let's find out what it means.*

To be most successful, this plan demands that your E.S.L. students not only follow the Formula step by step but that they choose (when there is an option) the sound for a spelling symbol (i.e., letter or pal) which has the greatest probability of common usage. In Tape Two we call this "knowing the odds." You can use the two words at the bottom of page 1 to demonstrate the need to know which sound one

CHAIR

SCHOOL

should try first when there is a choice. To make the demonstration even more meaningful you should write on the board those two words as well as the word "Chicago."

CHAIR

SCHOOL

CHICAGO

Have your group discover, or you point it out if they cannot, that the only way the three words are similar besides being written with letters of the alphabet is that each one contains the **CH** pal. (The concept of pals was introduced earlier to your pupils.) Underline the **CH** combination in each word.

<u>CH</u>AIR

S<u>CH</u>OOL

<u>CH</u>ICAGO

See if anyone can pronounce any of the words. You should say any word which the group cannot. Discuss what the words mean and then have your class listen closely as you say each word. Tell them to listen for the sound of the CH pal as each word is spoken. You can help them identify the different

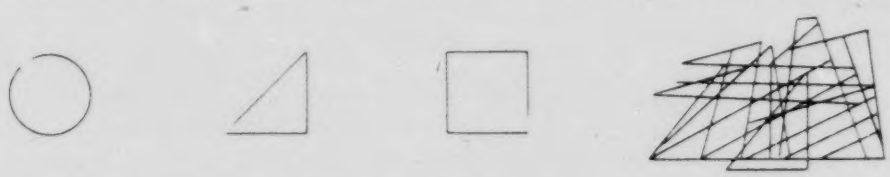
sounds by pointing to the CH in each word as you make its sound. By this process your students will be exposed to a two letter pal which may take any one of three sounds.

This experience should help your group appreciate why they did the exercise with the four sets of 2+2 problems. At this point English letter usage will appear to many of your pupils to be totally irrational. Your next steps are intended to bring order out of this apparent chaos. First you will want your students to appreciate why three different sounds are assigned to the CH pal.

Discuss CH and discover whether or not it occurs in any of your pupils' native languages. If it does, which sound or sounds does it take and in which languages? What you will want to teach your students is that the reason CH takes three different sounds in English spelling is that those sounds represent three of the major linguistic strains in the development of English. You will teach them that the CH sound in "chair" represents a word of Latin origin; in "school" a Greek origin; and in "Chicago" a French origin.

Unfortunately, knowing that a CH may take a Latin, Greek, or French sound provides no leverage at all during a word attack episode unless there is some way for the reader to determine the origin of a word **before** it is attacked. This is why Formula Phonics instructors teach their pupils to "play the odds." You will teach your pupils that in words containing CH pals which they must decode they will always try the Latin sound first. The reason for this is that CH takes the Latin sound more frequently in English words than it does the Greek sound. CH takes the French (SH) sound so infrequently that it is not even considered as a reliable response. Let your pupils know that until they have enough English language to test their use of CH by cycling words into sentences, **you** will tell them when to give that CH pal the Greek sound. You will tell them, however, only **after** they have sounded out the word using the Latin sound and have made an attempt to validate its pronunciation.

The four figures at the top of page 1 deal with closure as it relates to contextual and phonetic clues



and it is not appropriate to discuss them with your E.S.L. pupils until later in the program. The first such opportunity occurs following Segment Five in Tape Five.

Once you have completed the lessons on page 1 with your group, and this might take two or three class periods, they are ready for your introduction to Video Tape 3.

Lesson Plan—Tape Three: Exploding Letters

Teacher Information and Notes

In preparation for showing Tape Three to your E.S.L. students you should:

1. Review **your** notes from your first viewing.
2. Review pages 36, 37, and 38 of *Formula Phonics.*
3. Watch Tape Three again with these lesson plans in hand. Start and stop the tape whenever it is called for in the lesson plans. Once you start to show the tapes to your students, you may find it rather tricky to deal with starting and stopping the video playback equipment while trying to deal with all of your other responsibilities. Because of this you might wish to assign that responsibility to an aide or to a volunteer. At the end of this book you will find an appendix which deals with the "hows" and "whys" of video presentation and which contains a "START–STOP" script for each lesson. This section is perforated so that it can be removed and given to your helper. When you stop the tape, be sure your playback unit is set at "stop" and not at "pause." There should be no picture frozen on your video screen while you are working with your group.
4. Write any changes or additions to the plans which you feel are necessary in the space provided in these pages.

After you stop the tape:

1. Probe to discover how much of the information is understood by the group members.
2. Have your students share whatever they have understood with one another (input).
3. Use the Vocabulary and Concepts section as the framework for a review or a more systematic processing of the material in Segment One.
4. If any of the information in Segment One is still not understood by one or another of your students, provide a summary (input) and then move on to Segment Two.

REVIEW: Before you introduce Tape Three have your students discuss what they have learned thus far about the English system of spelling, writing, and reading. Finish your review by having the class call the names of the letters of the alphabet as you write them on the board. Patterning books should be open to page 1 during this review so that your students can "key" on the information found there. If you have not already done so, this is a good time to suggest that the patterning book is theirs and any notes they wish to make on its pages are not only acceptable but are welcomed.

INTRODUCTION: Have your pupils turn their books to page 2. Tell them that they are going to watch the first of a series of video tapes which will give them much of the information they will need to know in order to read and write English. Explain that the first few tapes deal with different groups of families of letters and that they must strive for perfect attendance so that no tape is missed.

Introduction to Tapes

I. SEGMENT ONE: TAPE THREE (2 minutes, 39 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *In other words, what are the odds that you can predict what a phonic unit is going to do in any word?*

VOCABULARY AND CONCEPTS

1. *Programming*
2. *Individual differences*
3. *Behaviors*
4. *Probability (as regards success)*
5. *Dialog Group—group process—team*
6. *Reliability*
7. *Phonic unit*

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

Introduction To Consonants

II. SEGMENT TWO: TAPE THREE (1 minute, 55 seconds)

START TAPE: *Just as atoms are the basic building blocks of all matter,*

STOP TAPE: *. . . if you make them wrong, trash in trash out.*

VOCABULARY AND CONCEPTS

1. Atoms are the basic building blocks of all matter.
2. *Alphabet*
3. Two kinds of letters:
   A. *consonants–reliable–friendly letters*
   B. *vowels–unreliable–enemy letters*
4. Consonants are either "turned on" and make a sound or else they are "turned off" and say nothing. (Compare this process to a light, radio, or television.)
5. Sounds must be made correctly.
6. *BAT* In Tape Two BAT is sounded out to say BU A TU instead of BAT.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

CONTINGENCY ACTIVITIES

1. Ask each student to number 1 through 26 on his paper. Then have him write the alphabet out *(a on 1, b on 2, etc.)*
   Spot check each student by calling out numbers at random and have students name the letter they have written beside the number.

   Example: *May, number 4.* May: *D*
   Joe, number 22. Joe: *V*

   Answers: *1) a, 2) b, 3) c, 4) d, 5) e, 6) f, 7) g, 8) h, 9) i, 10) j, 11) k, 12) l, 13) m, 14) n, 15) o, 16) p, 17) q, 18) r, 19) s, 20) t, 21) u, 22) v, 23) w, 14) x, 25) y, 26) z.*

2. Elicit from the class (or teach if no student knows) that the vowels are a, e, i, o, u, and **sometimes** w and y (depending on where they are placed in a word). Using the numbered alphabet from the preceding exercise, have students draw circles around the **always** vowels, boxes around the **sometimes** vowels and leave the consonants alone.

   Answers: *1) (a) 5) (e) 9) (i) 15) (o) 21) (u) 23) [w] 25) [y]*

3. Using the title of this patterning book, ask students to count the number of vowels in the title for each word and then add the total.

   Answer:
   FORMULA 3
   PHONICS 2
   READING 3
   BOOK 2
   TOTAL 10

Teacher Information and Notes

Talk with your group to discover how much of Segment One they understood and are able to discuss. When it is necessary, you should provide a summary.

NOTE: For convenience of communication we shall use the following special vocabulary during the remainder of these lesson plans:

PROBE: *Ask questions to determine how much information in a segment has been understood and is available for discussion by any or all of the members of the group.*

INPUT: *The process whereby you, another bilingual person, or students who understand material from any given segment, transmit that information to those who did not understand it.*

PROCESS: *The discussion by members of your group, often triggered by you, in which they come to understand and then to disseminate what is understood to every member of the group.*

Throughout these Lesson Plans you will find Contingency Activities which you may choose to use to teach or to reinforce material presented on the tapes. Because alphabet recognition is essential before your pupils will be able to read, a number of activities related to the alphabet are presented.

Teacher Information and Notes

During this tape and in every other tape which calls for pupil response, **you must** participate by following the directions of the video teachers. Let your students see you clapping your hands and hear you making the B sound. Have the two squares and line on the board so that you can fill in the capital and lower case letter B and write in "baby" as the video teacher calls for each response.

Letter B

III. SEGMENT THREE: TAPE THREE (2 minutes, 39 seconds)

START TAPE: . . . (a clap of hands)

STOP TAPE: . . . *and give your attention back to the screen.*

VOCABULARY AND CONCEPTS

1. *Exploding*
2. Exploding letters can't be held.
3. *Dam*
4. *Bubble of air*
5. The sound of the letter B is made softly.
6. B is an exploding letter and exploding letters can't be held.

ESSENTIAL TAPE ACTIVITIES

1. Clap hands.
2. Fill in squares with video teacher and make B sound.
3. Fill in line 1 with the word "baby."
4. Fill in remaining lines with letter B words **after** the tape is stopped.

b ☐ / B ☐

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

CONTINGENCY ACTIVITIES

1. Students are asked to write "baby" and hear the B sounds. The word "baby" should be understood by all. A meaning or synonym for the word "baby" in as many foreign language words as are known by the group should also be discussed and should be written on the board.

   Example: *baby . . . . . English*
   bambino . . . . . Italian

2. If your students do not know enough English to readily do the B exercise on page 2 of the *Formula Phonics Reading Book* on their own, make it a group process and list objects which can be seen in the classroom or outside from its windows. In this fashion visual clues will make identification easier. The teacher should write words on the board so that they are spelled correctly when copied into the patterning books. Have individual students pronounce the words and hear the B sound.

Examples: *book, basket, boy, bird, bag, bottle, board, table, cabinet. (You might point out that all these words are the names of objects. In English grammar these words are usually called nouns.)*

Letter D

IV. SEGMENT FOUR: TAPE THREE (1 minute, 58 seconds)

START TAPE: *Remember the letter B is either turned on or turned off.*

STOP TAPE: *Now return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. The D dam—*tongue* up and fill up the space behind the top front *teeth*
2. Same family as B
3. D is an exploding letter and exploding letters can't be held.

ESSENTIAL TAPE ACTIVITIES

1. Make the D sound.
2. Fill in squares—make sounds—clap hands.
3. Write "dad" on line 1 and say it aloud.
4. Fill in remaining lines with letter D words **after** the tape is stopped.

d ☐ D ☐

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

CONTINGENCY ACTIVITIES

1. Students are asked to write "dad" and hear the D sounds. The word "dad" should be understood by all and "dad" or its equivalent in as many foreign languages as are in the group (plus others if they are known) should be written on the board.

   Example: *dad . . . . . English*
   papa . . . . . French

2. If your students do not know enough English to readily do the D exercise on page 2 of the *Formula Phonics Reading Book* on their own, make it a group process and list objects which can be seen in the classroom or outside from its windows. In this fashion visual clues will make identification easier. The teacher should write words on the board so that they are

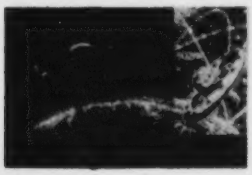
Teacher Information and Notes

As with the B exercises, have the two D squares and line 1 written on your board before you show Segment 3. Because the D sound is difficult for some persons to produce, or even recognize, look for students in your group who make the sound well. Let these students model the D sound first and then have your remaining students practice the sound. Throughout the period of instruction you should call on a pupil to model sounds for fellow students whenever such help is necessary.

Be certain to probe, input, and process the video teacher's message before having your students fill in lines 2 through 6.

Each time you ask your students to listen for sounds and to write what they hear you are preparing them for the activities in the *Formula Phonics Spelling Book*.

Teacher Information and Notes



Draw the two J squares on the board **before** you start the tape.

You should probe, input, and process the material from the J Segment (Segment Five) and look for students to model the J sound. You might even wish to make a chart on your board showing which pupils you have chosen to be the model for the different sounds. Such a chart will help you remember which students you have chosen as models and also give you a tool to use when reviewing lessons.

spelled correctly when copied into the patterning books. Have individual students pronounce the words and hear the D sound.

Examples: desk, dictionary, door, board, window. (You might point out that all these words are names of objects. In English grammar these words are usually called nouns.)

Letter J

V. SEGMENT FIVE: TAPE THREE (1 minute, 48 seconds)

START TAPE: *D is a perfect letter.*

STOP TAPE: *Now return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. The J dam is made with the tongue up and *flat* against the roof of your mouth.
2. Same family as B and D
3. Letter J is an exploding letter and exploding letters can't be held.

ESSENTIAL TAPE ACTIVITIES

1. Make the J sound.
2. Fill in the two J squares.

j ☐ J ☐

CONTINGENCY ACTIVITIES

1. Students are **not** asked to write words with a J sound at this time because they have not yet been taught that there are times when G **may** take the J sound (when followed by E, I, or Y). However, to make certain your pupils know the J sound, have them number 1-10 on their paper. You will pronounce 10 words. They will write YES if they hear J and NO if they do not hear the J sound.

1. jacket	6. tolerate
2. pejorative	7. vanquish
3. scramble	8. misjudge
4. sojourn	9. jump
5. project	10. major

Answers: 1) yes, 2) yes, 3) no, 4) yes, 5) yes, 6) no, 7) no, 8) yes, 9) yes, 10) yes.

When checking answers, write the ten words on the board so students can check answers and both see the J and hear its sound again.

Letter K

VI. SEGMENT SIX: TAPE THREE (1 minute, 53 seconds)

START TAPE: . . . *J. Here is the sound of the friendly consonant J.*

STOP TAPE: *Please return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. Letter K has the sound most characteristic of exploding letters.
2. The K sound comes out of the mouth like a shot.
3. The dam for letter K is made far back in the *throat.*
4. Letter K is an exploding letter and exploding letters can't be held.

ESSENTIAL TAPE ACTIVITIES

1. Practice the K sound.
2. Fill in the two K squares.

k ☐ K ☐

CONTINGENCY ACTIVITIES

1. Students are **not** asked to write words with K sound at this time because they have not yet been taught that there are many times when the K sound is made by the letter C, the CK combination, and CH. However, to make certain your pupils know the K sound, have them number 1-10 on their paper. You will pronounce 10 words. They will write YES if they hear the K sound and NO if they do not hear the K sound.

1. token	6. speaker
2. lake	7. tomorrow
3. mate	8. flying
4. brake	9. joke
5. bike	10. junk

Answers: 1) yes, 2) yes, 3) no, 4) yes, 5) yes, 6) yes, 7) no, 8) no, 9) yes, 10) yes.

When checking answers, write the ten words on the board so your students can see the K and hear its sound when the word is pronounced again.

Teacher Information and Notes

Probe, input, and process the material from the K Segment (Segment Six) of Tape Three as before. Choose a model and write his name on your chart. You might practice the sound and the clapping of the hands simultaneously to discover if anyone is holding the K sound. Be sure you have drawn the K squares on the board **before** you start the tape.

Teacher Information and Notes

You should set up your blackboard the same way for these exercises as you did for those involving letters B and D. First probe, input, and process the material presented in Segment Seven. Speech teachers often have their pupils think about blowing out a candle when practicing the sound of letter P. Work with each of the words your students select to place on the lines. If other exploding letters are heard in a word, can the class identify those letters **before** you write the word on the board?

Someone in your group may select a word containing a **PH** pal or there may be questions about this combination. Should this happen you might take them to a dictionary and help them discover that nearly all English words which contain the **PH** pal are of Greek origin. This use in English spelling of the combination **PH** to represent the sound of letter F may appear strange to native speakers of Italian, for instance, where letter F is used consistently in spelling *(filosofia)*.

After your pupils have found, discussed, and written a sufficient number of English words containing letter P's, let them search for words in their first languages which contain that letter or its sound. If possible let some of these words be written on the board. Remember, every time your students are able to discover sounds, symbols, or sound-symbol relationships in their native language which are also used in English, they will see that the job of learning to speak, read, and write English is less formidable.

In Tape Three the groundwork for treating with cognates and voiced and unvoiced sounds is laid. At this point it is enough for your students to understand that they will use the same dams to make the sounds for B and P and that the sounds of these paired letters change to agree with what they think they should say. Whether or not you find it necessary to treat with cognates at this time, you most certainly will have to explain these combinations

Letter P

VII. SEGMENT SEVEN: TAPE THREE (2 minutes, 33 seconds)

START TAPE: . . . *K. The friendly letter K or any of the exploding consonants.*

STOP TAPE: *Please return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. The sound of letter P is the *softest* letter sound made in English.
2. The dam for letter P is made with the lips.
3. Letter P and letter B use the same dam.
4. Letter P is an exploding letter and exploding letters can't be held.

ESSENTIAL TAPE ACTIVITIES

1. Practice making the sound of letter P.
2. Fill in the two P squares.
3. Write "pop" on line 1 and say the word.
4. Fill in remaining lines with letter P words **after** tape is stopped.

p ☐ P ☐

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

CONTINGENCY ACTIVITIES

1. Process the word "pop" with your students. This might be a good time to find out if your students can process "pop" as a noun—*soda pop*—and "pop" as a verb—*pop the corn*.

2. If your students do not know enough English words to readily do the P exercise on page 2 of the *Formula Phonics Reading Book* on their own, make it a group process and ask them to list words containing the P sound (no PH words) which are also the names of actions they perform *(verbs)*. Have individual students pronounce the words and hear the P sounds as they are written on the board.

   Examples: point, print, paint, park, rap, drop, jump

3. DISTINGUISHING BETWEEN LETTERS B AND P: Review the exploding letter sounds of B and P with your group. Make certain each member makes each sound correctly. Have each student number 1-10 on a sheet of paper. You will say ten

words. Some will contain the B sound and others the P sound. Your students are to write **only the letter** whose sound they hear, not the whole word.

Example: *a)* Teacher: *The word is "pray." Did you hear a B or a P sound?*
Pupil: *I heard a P sound.*
b) Teacher: *The word is "tumble." Did you hear a B or a P sound?*
Pupil: *I heard a B sound.*

1. The word is BOTTLE. Did you hear a B or a P sound?
2. The word is PLANET. Did you hear a B or a P sound?
3. The word is FABRIC. Did you hear a B or a P sound?
4. The word is ABANDON. Did you hear a B or a P sound?
5. The word is PLUMP. Did you hear a B or a P sound?*
6. The word is EATABLE. Did you hear a B or a P sound?
7. The word is WEB. Di you hear a B or a P sound?
8. The word is EXPERT. Did you hear a B or a P sound?
9. The word is REPUTATION. Did you hear a B or a P sound?
10. The word is TRIBE. Did you hear a B or a P sound?

Answers: *1) B, 2) P, 3) B, 4) B, 5) P* (twice), 6) B, 7) B, 8) P, 9) P, 10) B.*

Write the words and answers on the board when elicited from students. Process the meanings when necessary.

4. DISTINGUISHING B AND P SOUNDS. Ask your students to number from 1-5 on their papers and tell them that for this exercise you will say words which have **both** the B and the P sounds. They must decide in which order they hear the two sounds and write them down in that order.

Example: Teacher: *The word is PERAMBULATOR. In what order do you hear the B and P sounds?*
Pupil: *P B*

1. The word is PABLUM. In what order do you hear the B and P sounds?
2. The word is BUMP. In what order do you hear the B and P sounds?
3. The word is SEPARABLE. In what order do you hear the B and P sounds?
4. The word is BLIMP. In what order do you hear the B and P sounds?
5. The word is OBSTREPEROUS. In what order do you hear the B and P sounds?

Answers: *1) P B, 2) B P, 3) P B, 4) B P, 5) B P.*

Write the words on the board as answers are given. Process when necessary.

Teacher Information and Notes

during Tape Four. As an E.S.L. teacher you will discover that there is great value in teaching your group about voiced and unvoiced sounds. By tying this concept in with the use of student models you will be better able to help those pupils who have difficulty in distinguishing between, or producing the sounds of such matched letters as B and P, D and T, or S and Z.

Contingency Activities 3 and 4 will help your pupils learn to distinguish between the sounds of letters B and P.

Teacher Information and Notes

Set up your board as you did for the video lessons dealing with letters B, D, and P before showing Segment Eight. Notice how the lessons in each of the video sessions build on one another. Thus, the information presented in each of the earlier sessions makes processing material from the current session that much easier. You should help your students recognize this pattern when you probe, input, and process Segment Eight.

Distinguishing between and producing correctly the sounds of letters D and T will most likely be difficult for certain students. Therefore, you should take great care in selecting the student who is to serve as each letter's model. Study the lesson plans for Segments Three, Four, and Seven and use as many of the activities as you are able to help teach your students to identify and produce the sound of letter T. If both the sounds of letters D and T are heard in any of your pupils' native languages, **find out how they are distinguished one from the other.**

It is absurd to accept and so to reinforce incorrect sound patterns in students when it can be demonstrated that such students are perfectly able to produce the desired sound in their native language. While no one is asking you to play Pygmalion to your group's Galatea, you are their **teacher** and as such should know them well enough to understand what it is they will and will not be able to learn within the time available to you for their instruction.

Letter T

VIII. SEGMENT EIGHT: TAPE THREE (2 minutes, 28 seconds)

START TAPE: *You may rely on the fact that the letter P . . .*

STOP TAPE: *Now return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. In the PH pal, P does not take the sound of letter P when it appears by itself. (Review)
2. The dam for letter T is made exactly like the dam for letter D.
3. Letter T is an exploding letter and exploding letters can't be held.
4. The T in a TH pal does not take the sound of letter T.

ESSENTIAL TAPE ACTIVITIES

1. Practice making the sound of the letter T.
2. Fill in the two T squares.
3. Write "total" on line 1.
4. Write other words containing the letter T (no TH or TION words) which the class chooses on lines 2-6. (Follow the same procedures as with previous letters if necessary.)

t ☐ T ☐

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

CONTINGENCY ACTIVITIES

1. DISTINGUISHING BETWEEN D AND T: Review the exploding letter sounds of D and T with your group. Make certain each student is able to make the sounds correctly. Have each student number 1-10 on a sheet of paper. You will pronounce 10 words. Some will contain the D sound and others the T sound. Your students are to write **only the letter** whose sound they hear, not the whole word.

Examples: *a)* Teacher: *The word is "body." Do you hear a D or a T sound?*
Pupil: *I hear a D sound.*
b) Teacher: *The word is "frighten." Do you hear a D or a T sound?*
Pupil: *I hear a T sound.*

1. The word is DISH. Do you hear a D or a T sound?
2. The word is TRUCK. Do you hear a D or a T sound?
3. The word is LOCATE. Do you hear a D or a T sound?
4. The word is HANDFUL. Do you hear a D or a T sound?
5. The word is FAVORITE. Do you hear a D or a T sound?
6. The word is LADDER. Do you hear a D or a T sound?*
7. The word is OLDER. Do you hear a D or a T sound?
8. The word is EMPTY. Do you hear a D or a T sound?
9. The word is LATTER. Do you hear a D or a T sound?*
10. The word is EXPLODING. Do you hear a D or a T sound?

Answers: 1) D, 2) T, 3) T, 4) D, 5) T, 6) D (the second D is silent), 7) D, 8) T, 9) T* (the second T is silent), 10) D.*

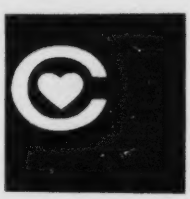
Write the answers and words on the board. Process where necessary.

2. DISTINGUISHING BETWEEN D AND T: Ask your students to number from 1-5 on their paper and tell them that for this exercise you will say words which have **both** the D and the T sounds. They must listen carefully in order to decide in which order they hear the sounds. They are to write them down in that order.

Example: Teacher: *The word is "bigoted." In what order do you hear the D and T sounds.*
Pupil: *T and D.*

1. The word is TADPOLE. In what order do you hear the D and T sounds?
2. The word is DISMOUNT. In what order do you hear the D and T sounds?
3. The word is LONGITUDE. In what order do you hear the D and T sounds?
4. The word is BEWILDERMENT. In what order do you hear the D and T sounds?
5. The word is SODALITY. In what order do you hear the D and T sounds?

Answers: 1) T D, 2) D T, 3) T D, 4) D T, 5) D T.



Teacher Information and Notes

Teacher Information and Notes

NOTE: SEGMENT NINE SHOULD BE EXPLAINED **BEFORE** IT IS VIEWED BY YOUR STUDENTS.

Have your pupils turn their attention to page 3 of their patterning books and read and process the words "Quiz on Exploding Letters." The new words are "quiz" and "on." "On" in this case means "about." After the group understands the concept of "quiz," explain that this quiz is intended to find out how well their video and classroom teachers have taught them information about the six exploding letters. They should know that for Formula Phonics word attack strategies to work most successfully in your classroom, at least **one** student should have a correct answer to each question. It is hoped, of course, that each of them will know all of the answers.

Your group should know that once the tape starts it will not stop until the quiz on items 1 through 7 has been completed. Tell them, however, that after the tape has stopped, you will go over each question with them and as a group you will arrive at the correct answers. Before they leave, any question they will know the correct answer and will change the answer in their book if it is different. **This last step is important because the pupil patterning book becomes a model which your pupils can use when they are not under your direct supervision.**

Quiz on Exploding Letters

IX. SEGMENT NINE: TAPE THREE (3 minutes, 16 seconds)

START TAPE: *You have now been exposed to each of the six . . .*

STOP TAPE: End of programming session.

VOCABULARY AND CONCEPTS

1. *Quiz*
2. It is necessary for only one person to know the correct answer for each question.
3. The tape will not stop.
4. We are "testing" the video and classroom teachers.
5. Answers may be changed during a classroom review of the quiz which will follow the end of the tape.

ESSENTIAL TAPE ACTIVITIES

1. Students take the first part of the quiz on exploding letters as administered by the video teacher.
2. Probe, input, and process the first seven questions in the "Quiz on Exploding Letters." Discuss proper answers with your group and see that every pupil has the correct answer for each question. Have them change answers when necessary. (This part of the quiz will be corrected during the first segment of Tape Four also. There it will serve as a review.)

QUIZ ON EXPLODING LETTERS

Write the "exploding" letter which makes the softest sound of all. 1)_____.

Write the names of the "exploding" letters whose "dams" are made with the lips. You make the same "dam" to make both sounds. 2)_____. 3)_____.

Number four, the "dam" for which letter's sound is made the farthest back in your throat? 4)_____.

On lines five and six, I want you to write the two letters whose "dams" are made by bending the tip of the tongue up to the ridge behind the top front teeth. 5)_____. (6)_____.

On line seven, write the letter whose dam is made by flattening the tongue against the roof of your mouth. 7)_____.

3. Administer the second part of the "Quiz on Exploding Letters" according to the directions found in the last paragraph on page 36 of *Formula Phonics.*

1. TITLED	4. JAPAN	7. STOP	10. KEPT
2. JUST	5. DESK	8. TOLD	11. TABLE
3. TOOK	6. BASKET	9. JOINED	12. JET

4. Have pupils give answers and make corrections for 1-12 at the board.

CONTINGENCY ACTIVITIES

1. Have pupils read (if they cannot, you read) the twelve words in the second part of the "Quiz on Exploding Letters" and discuss their meanings.
2. Have pupils list the equivalent word for each of the 12 English words in their native languages. Look for similarities and, if they are found, try to figure out why the similarities exist. *(Are there letters which make exploding sounds in any of the equivalent first language words?)*
3. If pupils need help in producing certain sounds, you may return the tape to that segment where the sound is introduced and play it a second time. With a little practice you can stop the tape so as to freeze the action on the video screen. (DON'T FREEZE THE VIDEO PICTURE FOR MORE THAN 45 SECONDS AS IT IS POSSIBLE TO DAMAGE THE VIDEO TUBE IN THIS WAY.)
4. Ask your pupils to number from 1-15 on a sheet of paper. Tell them you will ask them if they hear a certain sound in each word you are to pronounce. If they hear the sound you call for, they are to write "yes"; if they do not hear the sound you call for, they are to write "no."

Example: Teacher: *Do you hear a B sound in TODAY?*
Pupil: *No.*

1. Do you hear a P sound in DROPPING?
2. Do you hear a B sound in COAT?
3. Do you hear a J sound in JUGGLE?
4. Do you hear a K sound in PARTAKE?
5. Do you hear a P sound in BODY?
6. Do you hear a T sound in SHUT?
7. Do you hear a D sound in ODOR?
8. Do you hear a K sound in PRINCIPAL?
9. Do you hear a T sound in THOUGH?
10. Do you hear a J sound in ERASER?
11. Do you hear a P sound in LOLLYPOP?
12. Do you hear a B sound in HUSBAND?
13. Do you hear a J sound in JUVENILE?
14. Do you hear a D sound in PROTEST?
15. Do you hear a T sound in TOTAL?

Answers: *1) yes (second P is silent), 2) no, 3) yes, 4) yes, 5) no, 6) yes, 7) yes, 8) no, 9) no (**TH** pal), 10) no, 11) yes (two sounds), 12) yes, 13) yes, 14) no, 15) yes (two sounds).*

Pronounce the words and elicit oral answers before writing them on the board to process.

Teacher Information and Notes

Lesson Plan—Tape Four: Friction Letters and Open Letters

Teacher Information and Notes

In preparation for showing Tape Four to your E.S.L. students you should:

1. Review your notes from your first viewing.
2. Review the material in this book dealing with the turn-on and Tape Three to refresh your memory concerning the information and vocabulary thus far presented.
3. Review page 39 of *Formula Phonics.*
4. Watch Tape Four again with these lesson plans in hand. Start and stop the tape whenever it is called for in the plans.
5. Write any changes or additions to the plans which you feel are necessary on the space provided on these pages.

SEGMENT TWO

It is good to spend some time processing this segment of the tape. Your goal is to provide your students with certain of the working vocabulary which is used in every succeeding video tape. Remember the dynamics of the group. If the information or vocabulary is somewhere in the group, it is available to **all** of the group. Thus, the group teaches its component parts.

REVIEW: Before you introduce Tape Four to your students, have them watch Tape Three all the way through with no stops. This is a procedure which you will follow with each of the tapes. Have students watch the tape with books closed and with a goal of discovering how much of the material which was discussed in such detail at each tape stop is now understood. Do ask that students make the verbal responses which the video teacher requests. After your pupils have seen the tape, ask if there are any questions. Process them if there are, and then move on to Tape Four.

INTRODUCTION: Have your pupils open their books to page 4. Explain that on this tape they are going to learn about two more families of friendly letters. While these families have a different rule than does the exploding family, their members are just as reliable as far as their actions as spelling units are concerned. Explain that the first segment of the tape will be used to correct the seven questions at the top of page 3. They should know that this is just a review for them, since they will already have the correct answers on their papers.

Review Quiz on Exploding Letters

I. **SEGMENT ONE: TAPE FOUR** (1 minute, 45 seconds)

START TAPE: Beginning of voice.

STOP TAPE: . . . *The answer is J.*

VOCABULARY AND CONCEPTS

1. Exploding letters can't be held.
2. Review of Quiz on page 3—how the exploding letter sounds are made.

ESSENTIAL TAPE ACTIVITIES

Review Quiz.

CONTINGENCY ACTIVITIES

When the answers to the questions are given by the video teacher, have your students make the sounds of the exploding letters.

Introduction to Friction Letters

II. **SEGMENT TWO: TAPE FOUR** (1 minute, 6 seconds)

START TAPE: *I trust that you did well on the quiz . . .*

STOP TAPE: . . . *and why the letters in it are called friction letters.*

VOCABULARY AND CONCEPTS

1. Consonants are friendly.
2. *Reliability—100 percent*
3. *Single sound—turned on or turned off*
4. *Friction*
5. *By-product*
6. *Heat*
7. *Noise*
8. *Friction letter*

ESSENTIAL TAPE ACTIVITIES

1. Rub hands together.
2. Recognition of heat and noise as by-products of rubbing hands together

CONTINGENCY ACTIVITIES

Listen to and follow along with the video tape teacher.

Letter F

III. SEGMENT THREE: TAPE FOUR (3 minutes, 2 seconds)

START TAPE: *I'll use the first letter of the family to demonstrate.*

STOP TAPE: *If you move your jaw, you can't make F's sound.*

VOCABULARY AND CONCEPTS

1. F is the first letter in the friction family.
2. F's sound is made by *forcing a stream of air* through a tiny passageway between your lower lip and top teeth.
3. Rule: DON'T MOVE YOUR JAW.
4. You can't make a friction sound with your mouth open.
5. You **can** hold a friction sound as long as you have a supply of air.
6. F is a friction letter, so don't move your jaw.

ESSENTIAL TAPE ACTIVITIES

1. Get ready to say "fame." Have students model this behavior, showing top teeth biting into bottom lip.
2. Make the F sound.
3. Open mouth and attempt to say "fox."
4. Fill in the two squares and F's sound along with the video teacher.
5. Fill in line one with the word "fife."
6. Fill in the remaining lines with letter F words **after** the tape is stopped. No PH words.

Teacher Information and Notes

Have students open their books to page 4 before they see this segment. Draw the two F squares and six lines on the board **before** showing this segment.

Do not overlook the need to consider with your students words or ideas which might appear obvious. One of the authors observed a group of E.S.L. junior high school pupils who were totally perplexed by the word "jaw" when the Reinforcer said, "Don't move your jaw." The tape was stopped and as the word "jaw" was processed and as closure was achieved, faces lighted up throughout the classroom.

Teacher Information and Notes

f ☐ F ☐

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

CONTINGENCY ACTIVITIES

1. PROCESSING "FIFE": Point out that the F sound is heard twice in this word. "Fife" comes to us from the Greek, through French and German and into English. What is the word in your pupil's other language or languages for this shrill toned, simple flute used chiefly to accompany a drum?

2. FILLING IN F WORDS: You might ask your students to fill in the remaining 5 blanks with English words that fit into the food category and which contain an F sound **made by an F.** Tell them that both PH and UGH can also make an F sound but you want only F words.

   Examples: fruit, Fritos, coffee, figs, fish, frankfurter

3. LISTENING FOR F SOUND: Have students number 1-8 on their papers. You will pronounce 8 words. They will write "yes" if they hear an F sound in the word and "no" if they do not.

   1. taffy
   2. often
   3. offensive
   4. bullfight
   5. airplane
   6. sniff
   7. month
   8. flour

   Answers: 1) yes (second F is silent), 2) yes, 3) yes, 4) yes, 5) no, 6) yes (second F is silent), 7) no, 8) yes.

   When checking answers, write the eight words on the board so students can check answers and both see the F and hear its sound again.

4. LISTENING FOR F SOUND: Tell your students that they will listen for the F sound in words you are going to say for them. Some words will have F's sound at the beginning, some at the end, and some at both the beginning and the end. Have them set up their paper with three columns:

   BEGINNING END BOTH

   and number down 1 through 8. They are to put a check in the appropriate column where the sound is heard.

   Examples: a. The word is FIGHT.
   b. The word is GIRAFFE.

	Beginning	*End*	*Both*
a.	✓		
b.		✓	

1. The word is LOAF.
2. The word is FRIEND.
3. The word is FLUFF.
4. The word is STRIFE.
5. The word is FLAMABLE.
6. The word is FLYLEAF.
7. The word is FOLLOW.
8. The word is CALF.

Answers:	*Beginning*	*End*	*Both*		*Beginning*	*End*	*Both*
1.		✔		5.	✔		
2.	✔			6.			✔
3.			✔	7.	✔		
4.		✔		8.		✔	

Letter S

IV. SEGMENT FOUR: TAPE FOUR (1 minute, 58 seconds)

START TAPE: *The next member of the friction family is the letter S.*

STOP TAPE: *You can hold an S sound as long as you don't move your jaw.*

VOCABULARY AND CONCEPTS

1. You need learn only one sound for letter S to use it in word attack.
2. Because its sound is so highly pitched, the letter S has the most difficult sound to hear.
3. S may be called the *snake* letter. It both looks and sounds like a snake.
4. To make an S sound, press the tongue **hard** against the roof of the mouth. Push hard. You must push hard to **force** a stream of air between the tongue and the roof of the mouth.
5. S is a friction letter, so don't move your jaw.

ESSENTIAL TAPE ACTIVITIES

1. Make the S sound with the video teacher.
2. Get ready to say "salt." Feel pressure.
3. Fill in the two squares and make S's sound along with the video teacher.
4. Fill in line 1 with "sense." Say and hear the sound of the letter S twice.
5. Fill in the remaining 8 lines following the directions on page 39, paragraph 2, second sentence of *Formula Phonics* **after** the tape is stopped.

s ☐ S ☐

1. _____ 4. _____ 7. _____
2. _____ 5. _____ 8. _____
3. _____ 6. _____ 9. _____

Teacher Information and Notes

Because of closure, native speakers of English and those who speak English as a second language need use only the smooth S sound during a word attack episode. Generally, the smooth S sound will permit acceptable communication, i.e. *He* **is** *a good boy* versus *He* **iz** *a good boy*. As English speech develops, you should help your students learn when to use the rough S sound.

Not only does S have the most difficult English letter sound to hear, it also has the most difficult sound to produce during speech. Problems with the letter S usually occur when a speaker fails to apply his tongue with enough pressure against the roof of his mouth. Except while speaking, it is often difficult to detect a faulty S sound in pupils since enough pressure is usually applied when the sound is made in isolation. Because of this, you will seldom discover a student's difficulty in making the sound of letter S during work attack episodes. Rather, the problem is nearly always identified while listening to a student reading aloud or speaking.

You might probe to discover whether the S sound is equated with the snake in your students' native lands if they were not born in America.

Before showing this segment draw the S squares and nine lines on your board.

Teacher Information and Notes

Unfortunately, many E.S.L. students enter classrooms without nearly the attention paid to their general health, vision, or hearing as has been given to pupils who have had continual attendance in American schools. Additionally, many E.S.L. teachers work with groups of older adults, some of whom are experiencing some diminution in their facility to hear and see. Because the sounds of F and S are so highly pitched, they may be difficult for some of your students to hear and so to produce.

Again, a pupil may have difficulty in producing a letter sound because of uncorrected problems with the teeth or mouth. A student with poor vision may actually be confusing one letter with another and so produce the wrong sound for a letter being attacked. Because of these factors, the teacher of E.S.L. students should never automatically assume that a pupil's inability to articulate one or another sound is solely a function of aural discrimination. As in all casework in the helping professions, one should first eliminate the physical before he decides on a course of further remediation.

Draw the two V squares on the board **before** showing this segment.

You need not spend too much time processing the relationship between F and V at this point since cognates will be treated later in this same tape.

CONTINGENCY ACTIVITIES

1. PROCESSING "SENSE": Perhaps "sense" is most commonly used in reference to feeling or perceiving. Your students might have heard of "common sense" which means good judgment. Careful pronunciation will be necessary so that all of your students can differentiate between "sense," "cents," and "since."
2. Have your pupils fill in the remaining lines with S words. Make this a group activity, listing the words on the board as students say them and explain what they mean. Each time a student tells you a word in which the S sound is made by a C, tell the group that the suggested word will **not** do and write it instead in a second column somewhat apart from the true S word column.
3. DISCUSSING C TAKES S SOUND: When the lines have been filled in and the words processed, turn to the column where S sound is made by C. Pronounce the first word. Ask your students if they hear the S sound. See if they can determine what letter makes the sound. Do the same with each word. If you have fewer than 5 words in your column, add some to it (cent, circle, bicycle). Tape Six will cover the thief, the letter C, in detail. If it is appropriate here, you might point out that C said S's sound only when followed by E, I, or Y.

Letter V

V. SEGMENT FIVE: TAPE FOUR (1 minute, 22 seconds)

START TAPE: *Now that we've studied F and S, here's the third friction letter.*

STOP TAPE: *. . . remembering if you don't move your jaw, you'll never have trouble with the letter V.*

VOCABULARY AND CONCEPTS

1. The third member of the friction family is the V.
2. The sound of letter V is produced with the top teeth and lower lip in the same position as used when making the sound of letter F.
3. *Chipmunk*
4. The friction letters F and V are *related* in the same manner as are the exploding letters B and P and D and T.

ESSENTIAL TAPE ACTIVITIES

1. Get ready to yell "vast."
2. Hear and make the V sound.
3. Fill in the V squares on page 3 and make the V sound according to the video teacher's directions.

v □ V □

CONTINGENCY ACTIVITIES

1. Ask students to number from 1-8 on their paper. Tell them you will say 8 words. If a word has a V sound, write "yes" after the number for that word. If it does not have a V sound, write "no."

   1. every . . . Please give me **every** book on your desk.
   2. wave. . . . A big **wave** from the ocean knocked me down.*
   3. inflate . . Can you **inflate** a balloon?
   4. value . . . What is the **value** of your shirt?
   5. move . . . Please **move** your foot.
   6. silver . . . The bracelet is made of **silver** and gold.
   7. village . . Gloria comes from a **village** in Mexico.
   8. after . . . . Review your notes **after** class.

   Answers: *1) yes, 2) yes, 3) no, 4) yes, 5) yes, 6) yes, 7) yes, 8) no.*

   Repeat the above sentences and help your students process the words.

   *Note: There are many different meanings for "wave."

2. DIFFERENTIATING BETWEEN F AND V SOUNDS: Write these incomplete words on the board. Have pupils number from 1 to 5 on their paper and copy the incomplete words exactly as you have written them. Explain that you will say the complete word. Say it in a sentence. Then pronounce it again. They are to fill in the blanks with either F or V according to what they hear.

   1. _oreign. . He visited a **foreign** country.
   2. se_en . . . Six comes before **seven.**
   3. _a_or . . . He did a **favor** for me.
   4. _oice . . . You have a deep **voice.**
   5. in_ant . . A small baby is called an **infant.**

   Answers: *1) F, 2) V, 3) F, V, 4) V, 5) F.*

   Process the words as necessary.

Letter Z

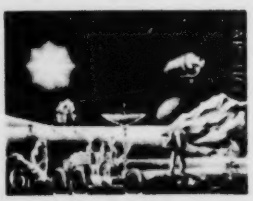
VI. SEGMENT SIX: TAPE FOUR (1 minute, 20 seconds)

START TAPE: *The last of the friction letters is the Z.*

STOP TAPE: *Don't move your jaw. Don't move your jaw.*

Teacher Information and Notes

Spend as much time as you are able processing the new words which are found in the Contingency Activities. By this means you will be funding your pupils' working and hearing vocabularies with the English words they will need to help them close on and evaluate words they must decode when they start to read.



Copy the two Z squares on the board **before** you show this segment.

Teacher Information and Notes

This Contingency Activity will help clarify any confusion your students may have concerning the two sounds for letter S.

VOCABULARY AND CONCEPTS

1. The last of the four friction letters is the Z.
2. The sound of letter Z is easy to make.
3. You set your mouth the same way to make a Z sound as you do when you make an S sound.
4. Friction letters are reliable.
5. The letter Z can either be "turned on" or else "turned off."
6. As long as you don't move your jaw you can hold a Z sound.

ESSENTIAL TAPE ACTIVITIES

1. Get ready to say "zoo."
2. Fill in the squares and make the Z sound along with the video teacher.

z ☐ Z ☐

CONTINGENCY ACTIVITIES

1. DIFFERENTIATING BETWEEN S AND Z SOUNDS: Tell your students that once in a while when they hear a Z sound, it will be made by an S (his, busy, business) but S sounds will **not** be made by Z's. In the following exercise you are **not** going to try to trick them. If they hear an S sound in a word, it will be made by the letter S. If they hear a Z sound, it will be made by the letter Z. They are to number 1 to 8 on their paper and write beside each number either the letter S or the letter Z according to which sound is heard in the word you say.

1. forest	4. lost	7. salad
2. buzz	5. super	8. faze
3. status	6. frazzle	

Answers: 1) S, 2) Z, 3) S, 4) S, 5) S, 6) Z, 7) S, 8) Z.

Write the words on the board and process. You might point out that although there are two Z's in both "buzz" and "frazzle" the Z sound is only heard once when they are side by size. (Double Consonant Rule). S is heard twice in "status."

Voiced and Unvoiced Letters

VII. SEGMENT SEVEN: TAPE FOUR (2 minutes, 49 seconds)

START TAPE: *It's time to explain those paired letters.*

STOP TAPE: *. . . and which ones are twins like the F and the V.*

VOCABULARY AND CONCEPTS

1. *Paired letters*
2. *Noise*
3. *Back and forth*
4. *Change your mind*
5. *Related but different*
6. *Wind pipe*
7. *Voice box*
8. *Voiced letters*
9. *Unvoiced letters*
10. *Two sounds for the price of one*
11. Switching produces faster speech.

ESSENTIAL TAPE ACTIVITIES

1. Get ready to make the F sound. Make the F sound.
2. Get ready to make the V sound. Make the V sound.
3. Make the F sound again.
4. Make first one sound and then the other.
5. Place hand on throat to feel the difference when making the F and V sounds.

CONTINGENCY ACTIVITIES

1. VOICED AND UNVOICED LETTERS: Write the consonants studied so far in 2 columns on the chalk board:

VOICED	UNVOICED
B	P
D	T
J	K
V	F
Z	S

Have students gently place a hand on their throats and repeat each sound after you. Tell them to **both** listen and feel. Point to the letters in a random fashion and have the students make the sounds still listening and touching their throats. You might want them to check a fellow student with this simple one to one test for voiced and unvoiced sounds.

Teacher Information and Notes

The purpose of this lesson is to acquaint your students with the concept of voiced and unvoiced letters. This works to your advantage because after your students understand the difference between voiced and unvoiced letters, you will have a much easier time teaching them how to make, or correct, letter sounds. As with Segment Two, this segment will provide your pupils with exposure to a considerable body of most useful vocabulary and knowledge if you take considerable time to probe, input, and process its message.

Teacher Information and Notes

2. TWIN LETTERS: Check to make certain your students recognize the significance of these symbols:

B <——> P
D <——> T
S <——> Z
F <——> V

Have them practice making the twin sounds.

QUIZ ON FRICTION SOUNDS

1. _____ 6. _____ 11. _____
2. _____ 7. _____ 12. _____
3. _____ 8. _____ 13. _____
4. _____ 9. _____ 14. _____
5. _____ 10. _____ 15. _____

Remember that you should treat this "quiz" as a teaching instrument rather than as a testing instrument.

3. QUIZ ON FRICTION SOUNDS: If your students' command of English allows them to follow the directions on page 39 of *Formula Phonics* for the first part of the Quiz on Friction Sounds, administer it according to those directions.

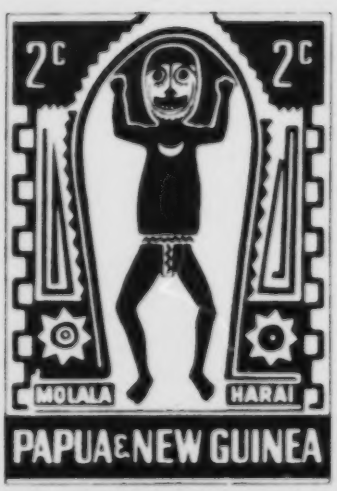
If, however, you determine that they should be quizzed in a different (simpler) fashion, you may use the quiz which follows.

QUIZ ON FRICTION SOUNDS (ALTERNATE): Tell your students that you are going to say 15 words. Each will begin with one of the Friction letters. They are to write the **first letter** (F, S, V or Z) of the word you say in the appropriate space. You will check answers orally **and** process these words at the conclusion of the quiz.

1. skeptical	6. vocabulary	11. view
2. funny	7. zipper	12. freeze
3. zebra	8. slash	13. zero
4. vein	9. zone	14. skunk
5. single	10. fulcrum	15. vegetable

Answers: 1) s, 2) f, 3) z, 4) v, 5) s, 6) v, 7) z, 8) s, 9) z, 10) f, 11) v, 12) f, 13) z, 14) s, 15) v.

4. Go over directions for the second part of the Quiz on Friction Sounds on pages 39 and 40 of *Formula Phonics* carefully with your students. Do the examples plus a few more, if necessary, at the board. After students have marked the exploding and friction letters according to whether each is voiced or unvoiced, have their answers checked by writing each word on the board, pronouncing it carefully, having students repeat the pronunciation, and having them tell you the correct markings.



Letter H

VIII. SEGMENT EIGHT: TAPE FOUR (2 minutes, 9 seconds)

START TAPE: *We now move to a new family of friendly consonants called open letters.*

STOP TAPE: *Remember, H is a reliable letter which is almost always turned on.*

VOCABULARY AND CONCEPTS

1. This new family of letters is called *open* letters.
2. There are three members in the open family.
3. Open letters are 100 percent reliable (they have a single sound and are either turned on or turned off).
4. The sounds of the open letters are made with the mouth open.
5. Don't move your jaw.
6. Letter H has the easiest sound to make.
7. *Panting sound*
8. The sound of letter H is hard to hold because it uses so much air.
9. The sound of letter H is hard to hear because it is unvoiced.

ESSENTIAL TAPE ACTIVITIES

1. Get ready to say "happy."
2. Make H's sound.
3. On the top of page 5 fill in the two squares and make the H sound along with the video teacher.

h ☐ H ☐

CONTINGENCY ACTIVITIES

1. DISTINGUISHING H'S SOUND: Have your pupils number from 1 to 5 on their paper. Tell them that you will say 5 sentences. In each sentence they are to listen for H's sound and next to the number on their paper they are to list the number of times H is heard in each sentence. Repeat each sentence two or three times if necessary. Correct by writing the sentences on the board and connecting each H with its sound.

   Example: *Sentence:* *We hung heather on a holly tree.*

   Answer: *3*

Teacher Information and Notes

Have your students turn to page 5 before they watch this segment.

Before you watch the next few segments of Tape Four, be sure to turn to page 41 in *Formula Phonics* and reread the first paragraph. Remember as you treat with the open letters L and R, that in a short time your pupils will have internalized whatever sound they **think** they are making for the two letters and use those sounds subvocally.

Place the H squares on the board **before** showing this segment.

Teacher Information and Notes

1. Heat a hamburger for a hungry hobo.
2. His hammering made Hazel hopping mad!
3. Her hobby is horseback riding.
4. Will you hold my hand as we climb the hill?
5. A hippopotamus sat on my hat.

Answers: 1) 4, 2) 4, 3) 3, 4) 3, 5) 2.

2. MAKING H'S SOUND: Tongue twisters are fun for people of all ages. See if your students can repeat these. Write each on the board and process. Do explain that sense is never the objective of tongue twisting before they experiment with fast-talking:

   1. Hurry, Harry, hide the horse on the high hill.
   2. The happy hen hammered her heavy house.

3. Do your students know tongue twisters from their native language (not necessarily H ones)? If so, let them say them and process with the class.

Letter L

IX. SEGMENT NINE: TAPE FOUR (2 minutes, 9 seconds)

START TAPE: *As I mentioned earlier, the second open letter L . . .*

STOP TAPE: *. . . you control the letter absolutely.*

Place the L squares on the board **before** showing this segment

You will note that near the close of this segment it is accepted that the sound for letter L may be made with a tongue placement other than that demonstrated on the tape. This is because in many English speaking classrooms where Formula Phonics is used, there may be one or more students who earlier worked with a speech therapist. It is only in the past few years that speech therapists have taught the tongue placement for L by having a student think *dog* before making the sound. Previous to this when all else failed, subjects who had trouble with the L sound were taught to make it with tongue protruding as occurs with the unvoiced TH pal. Thus, when such tongue placement is observed in an E.S.L. student (or any student who is trying to make an L sound for that matter) it is accepted by the teacher. NO EFFORT SHOULD BE MADE TO CHANGE THIS PATTERN IN A STUDENT. Beyond that, remember that no sound is worth a fight—**ever.**

VOCABULARY AND CONCEPTS

1. Letter L has one of the most difficult sounds to make.
2. Tongue placement is important in making the L sound.
3. The tongue is in the same position for making the sounds for letters D, T and L.
4. Get as close as you can to the standard L sound.
5. Letter L is an open letter, so don't move your jaw.
6. Letter L is a perfect letter which has a single sound which you control.

ESSENTIAL TAPE ACTIVITIES

1. Get ready to yell "dog." Note tongue placement.
2. Make an L sound (a group activity).
3. Listen to the group make the L sound.
4. Fill in the squares and make the L sound with the video teacher.

CONTINGENCY ACTIVITIES

1. LISTENING FOR L'S SOUND: Have pupils number from 1 to 10 on their paper. They are to listen to the 10 words which will be said. How many times do they hear L's sound in each

word? It may be once, more than once, or not at all. Use numbers to indicate the occurrence of the L sound.

1. plunk	6. succession
2. lollypop*	7. jackal
3. lifeline	8. levulose
4. listlessly	9. legal
5. follow*	10. lapful

Answers: *1) 1, 2) 2*, 3) 2, 4) 3, 5) 1*, 6) 0, 7) 1, 8) 2, 9) 2, 10) 2.*

*2 and 5—although there are two l's side by side only one is heard (Double Consonant Rule).

2. SAYING WORDS WITH L SOUNDS: L's sound **in isolation** is often difficult for even native English speakers to make. The problem is sometimes intensified both in isolation and in words for those who come to English as a second or other language. To see what degree of difficulty your students might have, use the list of words from exercise 1 above which will already be on the board for processing. Spot-check by asking individual students to pronounce words at random. You should model the pronunciation for them.

3. Discuss your students' native language(s) in terms of L's sound. Does it occur? How is it made? What are some common words which have L's in them?

Letter R

X. SEGMENT TEN: TAPE FOUR (3 minutes, 16 seconds)

START TAPE: *The final open letter is the R.*

STOP TAPE: End of programming session.

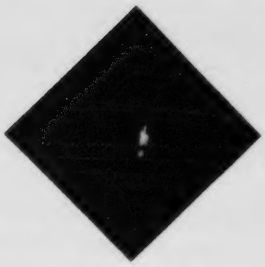
VOCABULARY AND CONCEPTS

1. The sound of letter R is made differently in different languages and *dialects.*
2. The *California* R is the American standard R.
3. The sound of letter R is made with the mouth open and the tongue sitting in space doing nothing.
4. Letter R has a single sound.
5. Letter R is a friendly consonant which is either turned on or else turned off.
6. Letter R is an open letter, so don't move your jaw.
7. The three families of letters studied thus far (exploding, friction, and open) contain 13 members or one-half of all the letters in the alphabet. They are all friendly letters so will play no tricks on the reader. The letters are true to their own nature.
8. None of these 13 friendly letters can ever cause a reader trouble unless it is made incorrectly. When that happens, the reader loses control.

Teacher Information and Notes

Place the R squares on the board **before** showing this segment.

After struggling through L and R with their students, most Formula Phonics teachers welcome the opportunity to discuss this material with the group.



ESSENTIAL TAPE ACTIVITIES

1. Get ready to say "rat."
2. Listen to and make the R sound.
3. Fill in the squares and make the R sound with the video teacher.

r ☐ R ☐

CONTINGENCY ACTIVITIES

1. LISTENING FOR R'S SOUND: Have students number from 1 to 10 on their paper. They are to listen to the 10 words which will be said. How many times do they hear R's sound in each word? It may be once, more than once, or not at all. Use numbers to indicate the times of occurrence.

1. ram	6. reindeer
2. iceberg	7. turn
3. resource	8. visual
4. sprawl	9. railroad
5. refractometer	10. dreary

Answers: *1) 1, 2) 1, 3) 2, 4) 1, 5) 3, 6) 2, 7) 1, 8) 0, 9) 2, 10) 2.*

2. SAYING WORDS WITH R'S SOUND: To determine what degree of difficulty your students might have in pronouncing R's sound (and to note whether the position of R in the word causes any difficulty in pronunciation), use the list of words from exercise 1 above since they will already be on the board for processing. Spot check by asking individuals to pronounce words at random. You should model the pronunciation for them.

3. Discuss your students' first languages in terms of R's sound. Does it occur? What does it sound like? What are some common words with R's sound?

4. SECOND QUIZ, PAGE 4: Take the Quiz on Voiced and Unvoiced Letters as a group activity. Directions are in the next to the last paragraph on page 39 of *Formula Phonics.* Skip around from student to student when marking the words. When a student tells you the correct mark, have him also make the sound. Pronounce each complete word and process as you do this exercise.

A. ZIP B. SKIP

1. TAPS	5. BETS	9. KEPT	13. VEST	17. JOBS
2. PAST	6. JETS	10. TAKES	14. JUST	18. PETS
3. BAKE	7. DIPS	11. VAST	15. STRIP	19. FIST
4. STEP	8. ZEST	12. FAST	16. JOKE	20. TUBS

Answers: *Pages 41-42* **Formula Phonics.**

Lesson Plan—Tape Five: Nose Letters, Crazy Letters and Test I

REVIEW: Before they view Tape Five, your pupils should watch Tape Four all the way through with no stops. After this experience, you might call on different students and ask for the sound of one or another of the exploding, friction, or open letters. Make sure that the group is ready to move on to the next tape.

INTRODUCTION: During the tape your pupils are going to meet two additional families of letters. There are only two members in each family. The total number of letters your students will have studied during the first three tapes is 17. There will be a review test at the end of this tape. (See Segments Seven, Eight, and Nine.)

Review of Open Letter Rules and Sounds

I. SEGMENT ONE: TAPE FIVE (1 minute, 17 seconds)

START TAPE: Beginning of voice.

STOP TAPE: ... *later you'll be making them inside your head.*

VOCABULARY AND CONCEPTS

1. Review open letter rules and sounds.
2. *Model*
3. *Inside your head*

ESSENTIAL TAPE ACTIVITIES

Make the H, L, and R sounds.

CONTINGENCY ACTIVITIES

QUIZ ON OPEN LETTERS

1. _____	6. _____	11. _____	16. _____
2. _____	7. _____	12. _____	17. _____
3. _____	8. _____	13. _____	18. _____
4. _____	9. _____	14. _____	19. _____
5. _____	10. _____	15. _____	20. _____

1. QUIZ ON OPEN LETTERS, PAGE 5 *FORMULA PHONICS READING BOOK:* If your pupils have enough English to take the Quiz according to the directions given on page 41 of *Formula Phonics,* administer it in that fashion. If not, the following quiz may be substituted:

Teacher Information and Notes

Before you start to re-watch Tape Five, you should study pages 41-44 in *Formula Phonics* and your notes from the earlier viewing. When you start to watch the tape, be certain that you have both your teacher's manual and a copy of the pupil patterning book at hand.

After your pupils watch Tape Four, determine whether or not they found it easier to understand than Tape Three. Are they accumulating usable Formula Phonics vocabulary and concepts?

Have students open their books to page 5 as they watch Segment One.

Teacher Information and Notes

When you process the words on this quiz, you should pay particular attention to such "survival" words as "lost," "jump," "help," and "stop."

Have students turn to page six before they watch Segment Two.

As you probe, input, and process Segment Two, notice how much retrievable Formula Phonics information your group has acquired. Help students to see how far they have come since they watched the first segment of Tape Three.

QUIZ ON OPEN LETTERS (ALTERNATE): Directions: Tell your students that they will write their answers on the lines numbered 1 through 20 on page 5 of their patterning books. For lines 1 through 14 you will pronounce words beginning with either the letter (and sound) of H, L. or R. Students are to write which sound they hear at the **beginning** of the word:

1. laundry
2. revel
3. heat
4. harmonica
5. racket
6. library
7. handle
8. homicide
9. lure
10. rule
11. hyperbole
12. learning
13. rodent
14. hidden

On lines 15–20 write the sound with which the word **ends.** Only L and R will be used.

15. rail
16. shawl
17. pair
18. whir
19. later
20. doll

Answers: *1) L, 2) R, 3) H, 4) H, 5) R, 6) L, 7) H, 8) H, 9) L, 10) R, 11) H, 12) L, 13) R, 14) H, 15) L, 16) L, 17) R, 18) R, 19) R, 20) L.*

EXPLODING = O FRICTION = □ OPEN = /

1. HATS	6. ZEST	11. PORTS	16. KITES
2. BEAU	7. JUMP	12. STEEL	17. LIP
3. SIT	8. RISK	13. HELP	18. FITS
4. LOST	9. HOLD	14. STOP	19. VILE
5. BITS	10. VISIT	15. DESK	20. HOP

The directions for administering the second part of the Quiz on Open Letters are found in the last paragraph on page 41 in *Formula Phonics.* There is an answer key on page 42.

Letter M

II. SEGMENT TWO: TAPE FIVE (1 minute, 43 seconds)

START TAPE: *The next family of letters has only two members.*

STOP TAPE: *Now return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. The nose family has two members.
2. Each letter is voiced and may be held; but each letter has a different rule.
3. M's rule: YOU CAN'T MAKE M'S SOUND WITH YOUR MOUTH **OPEN.**

ESSENTIAL TAPE ACTIVITIES

1. Watch how M's sound is made.
2. Make M's sound.
3. Hold nose and say "mama."
4. Fill in squares on page 6 of *Formula Phonics Reading Book* and make M's sound with the video teacher.

m ☐ M ☐

CONTINGENCY ACTIVITIES

Contingency Activities for both M and N are given after Segment Three.

Letter N

III. SEGMENT THREE: TAPE FIVE (1 minute, 18 seconds)

START TAPE: *N is the second member of the nose family.*

STOP TAPE: *All right, now return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. Just like M, N is a perfect letter.
2. N's Rule: YOU CAN'T MAKE N'S SOUND WITH YOUR MOUTH CLOSED.
3. The sound of both M and N comes out your nose.

ESSENTIAL TAPE ACTIVITIES

1. Watch how N's sound is made.
2. Make the N sound.
3. Fill in the squares and make N's sound with the video teacher.

n ☐ N ☐

CONTINGENCY ACTIVITIES

1. DIFFERENTIATING BETWEEN M AND N SOUNDS: Have students number from 1–8 on their papers. Tell them you will say a sentence and they must tell you how many words in that sentence begin with the sound you call for.

   In sentences 1–4 listen for words beginning with M's sound as in *mirror* and *maybe:*

   1. Maria will sew a new dress on Monday.
   2. The man chewed the marshmallow many times.
   3. Mike put the money near the narrow moat.
   4. My mother's mantilla is made of marvelous lace.

Teacher Information and Notes

Copy the M squares on the board before viewing this segment.

Copy the N squares on the board before viewing this segment.

Teacher Information and Notes

In sentences 5–8 how many words in each sentence begin with N's sound as in *now* and *night?*

5. There are nine new men in our class.
6. Nothing costs a nickel, not even a nail.
7. The nurse used a needle to give Nancy her flu shot.
8. Never find it necessary to eat at noon.

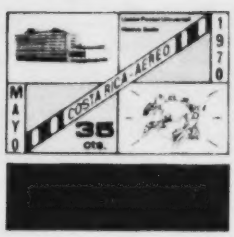
Answers: 1) 2 M's, 2) 3 M's, 3) 3 M's, 4) 5 M's, 5) 2 N's, 6) 4 N's, 7) 3 N's, 8) 3 N's.

2. DIFFERENTIATING BETWEEN M AND N SOUNDS: Have students copy the following incomplete words from the board. They must then listen carefully as you pronounce the complete word. They will fill in the blanks with either M's or N's, depending on the sound they hear you make. (Be careful **not** to give the sound exaggerated stress in the word.)

1. CA_E	(CAME)	6. _EVER	(NEVER)
2. AGAI_	(AGAIN)	7. _U_BER	(NUMBER)
3. ROU_D	(ROUND)	8. _A_Y	(MANY)
4. WAR_	(WARM)	9. E_D	(END)
5. HI_SELF	(HIMSELF)	10. SO_ETI_E	(SOMETIME)

Have the students check their own work while the answers are filled in on the board as a group activity. Process the words when necessary.

Answers: 1) M, 2) N, 3) N, 4) M, 5) M, 6) N, 7) N, M, 8) M, N, 9) N, 10) M, M.



Review page 43 (paragraph 2) of *Formula Phonics* for a treatment of pals. The more you teach about pals, the easier your job becomes.

The first of the Formula Phonics' special markings your students must learn is the pal mark (‗).

Letter QU

IV. SEGMENT FOUR: TAPE FIVE (2 minutes, 22 seconds)

START TAPE: *There are two members in the next family.*

STOP TAPE: *Now, return your attention to the screen, please.*

VOCABULARY AND CONCEPTS

1. The *crazy* family has two members.
2. Both crazy letters are consonants.
3. QU is considered to be a single letter because these two letters always appear in *combination.* Hence, QU is a pal.
4. A pal is a combination of two, three, four, or five letters which almost always makes the same sound. In *Formula Phonics* pals are underlined.
5. The straight line placed under a pal is called a "pal mark" (‗).
6. When pals such as CH have more than one sound, students learn to try the most likely sound first–*probability.*
7. The sound for the QU pal is softly made, and you must move your jaw.

ESSENTIAL TAPE ACTIVITIES

1. Make the QU sound.
2. Fill in the squares on page 6 and make the QU sound with the video teacher.

qu

Qu

CONTINGENCY ACTIVITIES

1. Have your students look at the list of pals on pages 31-33 in their patterning books. They should also compare the individual pal charts on the back cover of their books with these lists. Tell them that 34 of these pals have a single sound, 5 have two sounds, and 2 have three sounds. When they learn these pal sounds, they will have taken a big step forward in learning to read English.

2. Point out many everyday words which begin with QU. Process the words.

   Examples: *qualify, quality, quantity, quarrel, quart, quarter, queen, queer, question, quick, quiet, quit, quite, quiz, quote*

Introduction to Pals

V. SEGMENT FIVE: TAPE FIVE (2 minutes, 0 seconds)

START TAPE: *I want to use the QU to show you how the Formula Phonics pals were discovered.*

STOP TAPE: *. . . we eliminate the French sound for QU and have a pal with a single sound.*

VOCABULARY AND CONCEPTS

1. The QU pal has a Latin (KW) sound and a French (K) sound.
2. *Frequently*—probability of Latin sound being used is 98 percent.
3. Attack words (decoding)
4. *Cycle*
5. *Closure*—the brain supplies the correct sound for pal if you have enough English to test the word in a sentence or phrase.

ESSENTIAL TAPE ACTIVITIES

Use a dictionary to find QU's pronunciation.

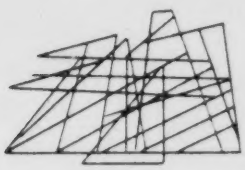
Teacher Information and Notes

Copy the QU squares on the board before viewing this segment.

Here is more Formula Phonics information for your group to process.

The concept of closure is dealt with in Tape Two by way of the incomplete circle, triangle, and square. Since these figures do appear on page 1 of your students' patterning books, you may wish to design a lesson at this point and come to terms with closure. If so, you should study the sequence with

these figures on Tape Two and let that be your model. Should you have a class of more advanced E.S.L. students, you might even wish to show them the part of Tape Two which deals with the figures, following up by way of probing, inputting, and processing.



CONTINGENCY ACTIVITIES

PROCESSING THE TWO SENTENCES USED FOR QU: The amount of time you'll spend on this activity will be determined by the amount of English your students possess.

1. SOME POINTS TO BRING OUT WHEN PROCESSING "I'M GOING TO THE LIQUOR STORE."

   a. **I'm**: a contraction, apostrophe used in place of missing letter "a."
   b. **going**: action word, combined with "I'm" shows action in present or future.
   c. **to**: sight word, preposition.
   d. **the**: sight word, modifier.
   e. **liquor**: L is an open letter, QU and OR are pals which can be found in the list of pals and on the charts. Process for defintion.
   f. **store**: S is a friction letter, T an exploding letter, OR is a pal. Cross out the silent E (~~E~~) and mention that E at the end of a word is always silent in all but very short words. This is a good word with which to practice blending. Process for meaning.

2. SOME POINTS TO BRING OUT WHEN PROCESSING "BOTH ALEXANDER AND HITLER TRIED TO CONQUER THE WORLD."

   a. **Both**: B is an exploding letter, TH a pal. It is a conjunction meaning as well, equally.
   b. **Alexander and Hitler**: Many of your students will be familiar with these names (probably more so with the more recent Hitler). You may wish to set the historical time for each man. Alexander the Great, 356-323 B.C. was the conqueror of much of Asia and one of the greatest leaders of all time. Adolph Hitler, 1889-1945, hoped to conquer Europe and then the rest of the world. He was a German dictator and dreadful tyrant.
   c. **tried**: Past tense of "try." Process for meaning.
   d. **to**: sight word, introducing an infinitive.
   e. **conquer**: QU and ER are pals. Process the meaning both in English (defeat, overcome, subjugate) and in your students' other languages.
   f. **the**: sight word, modifier.
   g. **world**: The OR pal takes the OR sound when it is the first two letters of a word and in scholarly or technical words. It takes the ER sound in most common English words, e.g. world, labor, etc. Process for meaning. Note, for both Alexander and Hitler the "world" referred to the earth and all of its inhabitants.

Letter X

VI. SEGMENT SIX: TAPE FIVE (2 minutes, 59 seconds)

START TAPE: *The second crazy letter is the X.*

STOP TAPE: *. . . for they are not.*

VOCABULARY AND CONCEPTS

1. The second crazy letter is the X.
2. When X is the first letter in a word, it steals the Z sound (*xanthic, xenolith,* and *xylidine* are treated in the Contingency Activities which follow).
3. The letters EX are a pal and say X's name, not its sound.
4. The sound of letter X is KS (K's sound and S's sound in rapid order).
5. *Rare*
6. *Useless*
7. In English spelling, letters like X with a low reliability are seldom used.

ESSENTIAL TAPE ACTIVITIES

1. Make the X sound.
2. Fill in the squares and make the X sound with the video teacher.

x ☐ X ☐

CONTINGENCY ACTIVITIES

1. PROCESSING THE X WORDS WITH Z SOUNDS: If your students are curious about the X words with Z sounds, you might wish to pronounce each and give a short meaning. It is highly unlikely that they will **ever** come across these words again.
   a. Xanthic pertains to a yellow color.
   b. Xenolith is a fragment of a rock included in another rock.
   c. Xylidine is a mixture of several compounds used in making certain dyes.

Introduction to Test I

VII. SEGMENT SEVEN: TAPE FIVE (1 minute, 30 seconds)

START TAPE: *You have now been exposed to 17 of the 26 letters of the English alphabet.*

STOP TAPE: *Be sure and place your answers on the correct line. Good luck.*

Teacher Information and Notes

Explore this idea with your students, for it is one more way to make the study of English less formidable. You might show them the T or R or M section of a dictionary and then contrast those sections with the tiny section of X words.

Copy the X squares on the board before viewing this segment.

Segments Seven, Eight, and Nine deal with the introduction, administration, and correction of Test I. Have your pupils watch Segment Seven and then process its message. Next, check to see that they have filled in the identification information on the top right hand side of page 7.

Teacher Information and Notes

Decide whether you want your pupils to take the first section of the test as it is administered by the video teacher or by yourself. If you are going to administer the test, you are going to have to prepare a translation for all, or most, of the words in each question. Accordingly, space has been provided after each question for your writing.

If you are going to administer the test, do so **before** your students see Segment Eight. If you administer the test, you should follow it immediately with a viewing of Segment Eight. This way your students will be able to consider each question in both native languages and in English. If only the video teacher is to administer the first part of Test One to your group, simply follow the directions on the video tape.

VOCABULARY AND CONCEPTS

1. The *actions* of the 17 letters studied so far can be predicted. They cause no trouble in unknown words.
2. The answers to the test are the 17 letters studied so far.

ESSENTIAL TAPE ACTIVITIES

1. Open *Formula Phonics Reading Book* to page 7.
2. Write your name on the top line in the right hand corner.
3. Write the teacher's name on the second line. (Have your name written on the board.)
4. Write the date on the next line. (Have the date written on the board.)

Test I

VIII. SEGMENT EIGHT: TAPE FIVE (5 minutes, 51 seconds)

THE TEST

START TAPE: *Question one. Which letter's sound is so highly pitched . . .*

STOP TAPE: *Number twenty again. Which letter makes the first and last sounds in the word "level"?*

Here are the twenty questions:

Number one: Which letter's sound is so highly pitched that it is the most difficult of all sounds to hear? *(S)*

Translation: _____

_____

_____

Number two and three: Only two letters have sounds which come out the nose. Write one of these letters on line number two and the other on line number three. *(M, N)*

Translation: _____

_____

_____

_____

Number four: There are two letters which are always written together, so we consider that they are really only one long letter. Write these two letters in the correct order on line number four. *(QU)*

Translation: _____

_____

_____

_____

Number five: Which of the exploding letters has the softest sound of all? *(P)*

Translation: _____

_____

Number six: Which letter makes the first sound in the word VOLUNTEER? *(V)*

Translation: _____

_____

Number seven: In the word MINIMUM you hear the sound of one letter three times. Write that letter on line seven. *(M)*

Translation: _____

_____

_____

Number eight: Which letter makes the first sound in the word FILIGREE? *(F)*

Translation: _____

_____

Number nine: Which letter makes the last sound in the word JOKE? *(K)*

Translation: _____

_____

Number ten: Which letter makes the first sound in the word REPUDIATE? *(R)*

Translation: _____

_____

Number eleven: Which letter makes the first sound in the word HYPNOTIC? *(H)*

Translation: _____

_____

Teacher Information and Notes

Teacher Information and Notes

Number twelve: One of the friendly consonants makes a sound which sounds like the K and S sounds spoken almost together. Write that letter on line twelve. *(X)*

Translation: _____

_____

_____

_____

Number thirteen: Which letter makes the last sound in the word THROB? *(B)*

Translation: _____

_____

Number fourteen: America's third president was Thomas Jefferson. With which letter did his last name, JEFFERSON, begin? *(J)*

Translation: _____

_____

_____

Number fifteen: The largest thing which has flown, so far, was a ZEPPELIN. What is the first letter in that word? *(Z)*

Translation: _____

_____

_____

Number sixteen: Which letter makes the first sound in the word TRIBULATION? *(T)*

Translation: _____

_____

Number seventeen: Which letter makes the first sound in the word MOUND? *(M)*

Translation: _____

_____

Number eighteen: You hear the same sound at the beginning and at the end of the word SENSELESS. Which letter makes this sound? *(S)*

Translation: _____

_____

_____

Number nineteen: Which two letters make the first sound in the word QUILTING? *(QU)*

Translation: _____

_____

Number twenty: Which letter makes the first and last sounds in the word LEVEL? *(L)*

Translation: _____

_____

ESSENTIAL TAPE ACTIVITIES

Listen to either the video teacher or the classroom teacher administer the test.

CONTINGENCY ACTIVITIES

Correcting Part One of the Test: You can explain the marking of the test now or at the beginning of the next segment where the test is corrected. Since the directions for marking are given only once on the tape, it is important that you pre-explain. Your students are asked to draw a circle around any lines which they have left blank. Show them how their test page will look with examples at the board. They should also mark as incorrect any answers which **are** incorrect. You will go over the answers to the test a second or even a third time, if necessary, until all your students understand and can hear the sounds called.

Correction of First Twenty Questions

IX. SEGMENT NINE: TAPE FIVE (5 minutes, 30 seconds)

START TAPE: *O K, I'll now go over each of the first 20 questions:*

STOP TAPE: End of programming session.

ESSENTIAL TAPE ACTIVITIES

1. Correction of Part One with either the video teacher or the classroom teacher.
2. Correction of Part Two: Each student should have an opportunity to tell the group answers for Part Two. When correcting at the board, elicit both the letter and its **sound** from the student.

Teacher Information and Notes

Before your group watches Segment Nine to discover how well they did on the test, you should explain how they are to correct their answers. (See Contingency Activities in Segment Eight for information about correcting the first part of Test One.)

Near the conclusion of Segment Nine, directions for the second part of Test One are given. Have your group process those directions and then complete the test. Directions for correcting this part of the test are found in Contingency Activities following Segment Nine.

Lesson Plan—Tape Six: Two-Sound Friendly Letters (Thieves) and Sometimes Friendly Letters

Teacher Information and Notes

To prepare to teach this lesson, you should review your notes from your earlier study of the tapes. You should also reread pages 46, 47, and 48 in *Formula Phonics* and have your teacher's edition of the *Formula Phonics Spelling Book* at hand, since you will need to study it during this tape. From this point forward you will need the more advanced phonetic information which is found in the spelling book to help interpret the video lessons to your E.S.L. pupils

You will note the sequential order in which you are teaching word attack information to your pupils. The first lessons dealt with families of highly reliable letters. It is the very reliability of these letters which will give your students the confidence they need to treat with the remaining letters of the alphabet. During the study of Tapes Three, Four, and Five, you have already taught much of the information one needs in order to control C, G, W, Y, and the five vowels. You will find that the last segments of Tape Six are designed to prepare your students for their study of the vowels.

Remember, when you "Stop Tape" to process a segment, turn your video playback unit to STOP rather than PAUSE.

The same is true, of course, when C is followed by H to form the CH pal. In this configuration the letters are considered as a single unit—the pal CH.

REVIEW: Before they watch Tape Six, have your students watch Tape Five with no stops until the video teacher starts to give the directions for Test 1. This occurs during Segment Seven and you should stop tape after: *You have now been exposed to seventeen of the twenty-six letters of the English alphabet.* You should probe, input, and process the material in the first part of Tape Five to be sure that everyone has the necessary information. Only then should you introduce Tape Six to your group.

INTRODUCTION: Explain that Tape Six starts with a short review of material presented on the earlier tapes and then moves on to a new type of letter. You might suggest that while the functions of the remaining letters of the English alphabet are more difficult to learn than are those of the first seventeen letters studied, the group now has enough information and English vocabulary to handle them.

General Review

I. **SEGMENT ONE: TAPE SIX** (3 minutes, 30 seconds)

START TAPE: Beginning of voice.

STOP TAPE: . . . *which is a pal you already know how to handle.*

VOCABULARY AND CONCEPTS

1. Review the exploding, friction, open, nose, and crazy letters. Letters in these families are either turned on or else turned off and cannot "hurt" a student if they are made correctly.
2. It is demonstrated that the letter C takes two sounds. This can cause confusion (city = kitty, and cat = sat) if the sounds are reversed.
3. The letter C has no sound of its own.
4. Because the C *steals* either the sound of the K or the sound of the S, it is a *thief.*
5. Review the CH pal with its Latin (chair) and Greek school) sounds.
6. A pal is a combination of two, three, four, or five letters which almost always make the same sounds.
7. Letters lose their *individuality* when the pal line is drawn beneath them. (Thus, in the combination QU, the Q and the U become one letter which we call *the QU pal.)*

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with video teacher.

CONTINGENCY ACTIVITIES

None.

Letter C

II. SEGMENT TWO: TAPE SIX (4 minutes, 17 seconds)

START TAPE: *Now let's get back to the letter C.*

STOP TAPE: *When you dialog, you might try to figure out why.*

VOCABULARY AND CONCEPTS

1. The C has no sound of its own. It is a thief which steals the sound of K or S.
2. We need a rule to control the letter C because probability and closure take too long to provide a payoff in longer words containing one or more letter C's.
3. *Circumference*
4. This Formula Phonics mark (/) is used to show a letter which is silent or which changes its sound. (S)
5. The C Rule: Always change a C to a K unless the letter which follows **after** the C is an E, I, or Y.
6. *Civil*
7. *Asterisk*

ESSENTIAL TAPE ACTIVITIES

1. Fill in the squares on page 8 of *The Formula Phonics Reading Book*. Make the K and the S sounds with the video teacher.

c ☐☐ C ☐☐

2. Take the C test on page 8. (Directions are found in the fourth paragraph on page 46 of *Formula Phonics.)*

(A) CIVIC (B) CHAIR

1. MUSIC	*6. STOCK	11. ACTOR	*16. SUCCEED
*2. ACID	7. CHAIR	*12. RECONCILE	*17. FORCE
*3. BACHELOR	*8. CEDE	*13. CYPRESS	*18. MACHINE
*4. CACTUS	9. PICNIC	*14. CROCODILE	19. CLERK
5. LACE	10. CITY	15. CHILD	20. MUSCLE

CONTINGENCY ACTIVITIES

1. PROCESSING WORDS IN THE C QUIZ: It will be interesting to note how many of the 22 (including the examples) words in the C Quiz are already a part of **your group's** listening

Teacher Information and Notes

Have books open to page 8 **before** you start to watch **Segment II.**

It would be good to review the concept of "closure" with your students following their viewing of this segment. It is easy to demonstrate closure in a pupil's native language. Simply speak or write a sentence with an obvious and necessary word omitted and have the student supply the missing word. The missing word the pupil supplies "closes" the sentence and makes it "whole." Therefore, when we speak of closure we mean putting together parts to make something whole. Next, provide a more complex sentence in that language and omit a less obvious or necessary word. If no one can supply the missing word, provide a clue by pronouncing the sound of the first letter (or pal) or write out the missing word's first letter. Determine whether this information helps someone close on the needed word. If not, keep adding bits of additional information until someone closes. Explain that the more English words your pupils hear, learn, and use, the easier it will be for them to achieve closure in attacking English words. It is likely that your pupils will already be able to close on certain obvious words in simple English sentences. Try them!

Vocabulary and Concepts Number 4
This mark (/), the silencer, joins the pal mark (‿) as a second notation used during Formula Phonics word attack episodes.

Copy the C squares on the board **before** viewing this segment.

Vocabulary and Concepts Number 5
Study Lesson Twenty "Words Which End in 'K' Sound" and Lesson Twenty-One "The Thieves—C and G" in the teacher's edition of the *Formula Phonics Spelling Book* to learn more about the thieves C and G. It is at this point that speakers of languages other than English, particularly if they are literate in another language, will begin to ask you "why." You should understand that, "That's the way it is in English," will usually not be an acceptable response to such questions. Since you will obviously have to deal with more elaborate English spelling forms when you move your group into first class reading matter, you should begin to prepare for those situations here.

Teacher Information and Notes

English vocabulary. Have each word explained both in your student's other language and in English.

If any of your students have seen Popeye the Sailor Man cartoons, you might tell them that Popeye did not make an exception to the C Rule when he pronounced "muscle." He ate plenty of spinach to develop strong "muscles"!

2. If after going over the correct markings for the C Quiz, you feel that some or all of your students could benefit from a second quiz, write these words on the board and have your students mark the C's (S, K, CH).

1. medicine
2. alcohol
3. occur
4. force
5. catcher
6. exceed
7. phonics
8. closure
9. bicycle
10. accept

Answers:

1) medicine
2) alcohol
3) occur (second double consonant is silent)
4) force
5) catcher
6) exceed (they know the ex pal)
7) phonics
8) closure
9) bicycle
10) accept (Double Consonant Rule can't apply when second C is followed by an E, I, or Y)

3. An exercise which is useful for both building vocabulary and reinforcing C's sounds is the use of riddles. Your questions can be general information questions or else they can be centered around a particular topic according to your group's needs.

For example: sports

I'm thinking of a word which begins with a C and it is the person who helps a pitcher in the game of baseball.

Answer: catcher—The C says K (give sound)

I'm thinking of a word which begins with a C and it is:

1. A light boat moved with paddles.
2. A game played by two people who each have 16 pieces to move on a board with 64 squares.
3. A person who carries golf clubs for the golfer.
4. A coat-like garment worn by a bullfighter.
5. The name for throwing out a fishing line.

Answers: 1)canoe, 2) chess, 3) caddy, 4) cape, 5) cast.*

*If any of your students choose "kayak" as the light boat moved with paddles, point out that this word begins with the letter K and comes to our English language from Eskimo.

Letter G

III. SEGMENT THREE: TAPE SIX (4 minutes, 8 seconds)

START TAPE: *The next friendly letter is the G.*

STOP TAPE: *. . . and practice the G sound three or four more times.*

VOCABULARY AND CONCEPTS

1. The G is a friendly letter.
2. With G you have to think whether the sound you make fits into a word. All earlier letters have been *automatic.*
3. The G is a thief **part** of the time. It steals J's sound and also has a sound of its own.
4. When G steals the J sound, it is marked out (~~g~~) and a letter J is placed above it (~~g~~).
5. The G is unmarked (G) when it makes its own sound.
6. (First part of the G Rule): The letter G may never make the J sound unless it is followed by either an E, I, or Y . . .
7. (The "kicker") But it doesn't have to!
8. You must think what G is saying and doing in a word and then check the word against the sentence.

ESSENTIAL TAPE ACTIVITIES

1. Note that *get* does not say *jet.*

GET

2. Fill in the G squares and make the sounds with the video teacher.

g ☐☐ G ☐☐

CONTINGENCY ACTIVITIES

1. SURVEY FOR G'S SOUND: The video tape casually suggests asking people what sound G makes. You might want to make this a formal activity for your students. Each should ask ten people (who speak English) what sound G makes. They should keep a record of the answers. Percentages can be ascertained (a math lesson might follow naturally from this assignment). The answers should be divided into four groups:

   G's sound is:

   a. The first sound heard in "go,"
   b. The first sound heard in "gem,"
   c. Both of these first two sounds,
   d. Some other sound.

Teacher Information and Notes

Since there will be a number of cases where your pupils will not be able to check a G sound aloud or against the context of a sentence or phrase, you should teach them to use the dictionary. Notice that your pupils will need to use the dictionary only in cases where they are unable to validate the sound for letter G when it is followed by E, I, or Y.

Again and again you will discover the Formula Phonics strategies which are used that make pupils tie word attack to a consideration of **what** it is that is being read. They **must** think about what they read for words to make sense.

Copy the G squares on the board **before** viewing this segment.

Teacher Information and Notes

Vocabulary and Concepts Number 1
Your group should have a lively time discussing the term "double agents." This may be the place to move them into a discussion of figurative speech in English. You might also want to discover if someone can be "tall as a house" or "pretty as a picture" in the group's first languages.

Number 4
Here is another point for discussion. As you process "good" and "bad," place them on the board with quotation marks ("good" "bad") and discuss why those marks are appropriate in this case.

Number 9
Be sure to find the AW, EW and OW pals either on the Pal Wall Chart, the Pal Chart on the back of each student's patterning book, or on page 31 of the same book.

6. LISTENING FOR G'S SOUND: Have your students number 1 to 10 on their papers. Tell them you are going to say ten words all of which begin with the letter G. If the first sound they hear is G's own sound (as in GO), they should write a G beside the number of the word. If, instead, the first sound they hear is the J sound which G steals (GEM), they should write a J.

1. giraffe	6. grain
2. gamble	7. guess
3. glass	8. gift
4. general	9. gymnasium
5. gold	10. geese

Answers: 1) J, 2) G, 3) G, 4) J, 5) G, 6) G, 7) G, 8) G, 9) J, 10) G.

Write the words on the board. As answers are checked and words processed, point out that the **only** time G takes the J sound is when the letter following the G is an E, I, or Y **but it doesn't have to.**

Letter W

IV. **SEGMENT FOUR: TAPE SIX** (3 minutes, 7 seconds)

START TAPE: *That does it. We've run out of friendly letters.*

STOP TAPE: *. . . write a lower case W and make the W sound.*

VOCABULARY AND CONCEPTS

1. The letters W and Y are "double agents" which stand between the friendly consonants and enemy vowels.
2. Consonants are "good" because you know what they are going to do.
3. It appears that vowels are "bad."
4. Letters W and Y are sometimes consonants (good) and sometimes vowels (bad).
5. W's sound is the very soft sound one makes when blowing out a candle. The W sound is unvoiced.
6. W is a consonant on two occasions.
7. If W is the first letter in a word, it is a consonant and is either turned on and makes its own sound or is turned off and says nothing.
8. If W is the second letter in a word, it is a consonant and will be either turned on or turned off.
9. When W is not the first or second letter in a word, it is a vowel. In this position it will follow the vowels A, E, or O and join with them to become a pal.

ESSENTIAL TAPE ACTIVITIES

Fill in the W squares on page 8 and make the W sound with the video teacher.

w ☐ W ☐

CONTINGENCY ACTIVITIES

1. MAKING W'S SOUND: Have students practice making W's sound at the beginning of *wet, wait, will, would.* Process these words. Perhaps your students have enough English to learn about homonyms. Homonyms sound alike but have different meanings such as meat and meet.

   wet – whet *would – wood*
   wait – weight *will (wish, self-control, legal document)*

2. MAKING W'S SOUND: Have students practice making W's sound when it is the **second** letter in a word: *sweet, twice, dwell, twenty.* Process these words and see if students know other such words *(dwarf, swallow, swan, sway, swear, sweet, twelve, twin, twist).*

3. FIND THE VOWEL/W PALS: Have students find AW, EW, and OW on page 31 of their *Formula Phonics Reading Book* or on the Pal Chart. Then have them look back at all the words which have been written on pages 2 through 8 of their patterning books. Can they find these pals in any of the words? What do the pals say in these words?

Letter Y (first letter in a word)

V. SEGMENT FIVE–TAPE SIX (0 minutes, 49 seconds)

START TAPE: *Now to the letter Y.*

STOP TAPE: *. . . this is the only time Y makes this sound.*

VOCABULARY AND CONCEPTS

1. Y's consonant sound is the first sound heard in *young, yet, yesterday* and *yell.*
2. When Y is the first letter in a word, it is a consonant and is always turned on. This is the only time Y is a consonant.

ESSENTIAL TAPE ACTIVITIES

Listen to Y's consonant sound.

Teacher Information and Notes

Copy the W squares on the board **before** viewing this segment.

Strictly speaking, a word identical both in written form and in sound with another word but different in origin and meaning is called a *homonym.* A word identical in sound but different in spelling, origin, and meaning is called a *homophone.*

Because the letter Y plays such an important role in English spelling, changing its function as it changes its place in a word, the treatment of that letter is divided into three segments.

To gain an overview of the actions which the thief Y may take, you should study Lesson Ten "Words That End in Y" in the teacher's edition of the *Formula Phonics Spelling Book*, page 26.

Teacher Information and Notes

Vocabulary and Concepts Number 2
This procedure is followed during step three of the Formula–MARK LETTERS WHICH STEAL SOUNDS (THIEVES C, G, or Y).

Number 3
As you treat with this example, which is intended to demonstrate closure to English speaking students, you can review your earlier discussion about this phenomenon.

CONTINGENCY ACTIVITIES

Y'S INITIAL SOUND: You might wish to use riddles for reinforcing Y's initial sound and also for building vocabulary.

Example: *I am thinking of a word which begins with a Y and is the name of a color.*

Answer: *yellow*

I am thinking of a word which begins with a Y and is:

1. The name we give to 12 months.
2. The opposite of "no."
3. The yellow part of an egg.
4. Not old.
5. A measure of 3 feet or 36 inches.

Answers: *1) year, 2) yes, 3) yolk, 4) young (or youth), 5) yard.*

Letter Y (last letter in a word)

VI. SEGMENT SIX: TAPE SIX (1 minute, 54 seconds)

START TAPE: *Now, let's see what happens when Y is the last letter in a word.*

STOP TAPE: *. . . if that doesn't work, then change it to an I.*

VOCABULARY AND CONCEPTS

1. When Y is the last letter in a word, it changes either to an E or an I and says that vowel's own name.
2. When attacking words ending in Y, always mark out the Y (Ȳ or ӯ).
3. Y at the end of a word will usually take the E sound because most English words ending in Y do take that sound.

ESSENTIAL TAPE ACTIVITIES

Listen to Y take either an E or an I sound.

CONTINGENCY ACTIVITIES

1. PROCESSING WORDS ENDING IN Y: Write the four words used as examples of words ending in Y on the board. When processing, keep in mind that there is more to discuss than just pronunciation and meaning:
   1. HAPPY–The Y says Ē (HAPPȲ). Although there are 5 letters, there are only 4 sounds H Ă P Ȳ (Double Consonant Rule).

2. SPRY–(SPR$\bar{I}$) The Y says $\bar{I}$. Knowing that, your students can pronounce this word easily since they know the sounds of the friendly letters S, P, and R.
3. FUNNY–(FUN$\bar{E}$) The Y says $\bar{E}$. There are 5 letters and 4 sounds (Double Consonant Rule). The root word is FUN.
4. DENY. The Y says $\bar{I}$ (DEN$\bar{I}$). EN is a pal which says N's own name. D is an exploding letter.

2. RESEARCH: You can make this either an individual or a group activity. Have students list 20 words at random which end in Y. Find the percentage of words which take the E sound at the end and those that take the I sound. Use words of **more than three letters** since most short words ending in Y end in I's sound. You may point out that English words usually don't end in the letter I (spaghetti is an Italian word); and that in most English words ending in E, the E is silent.

Letter Y (in the middle of a word)

VII. SEGMENT SEVEN: TAPE SIX (2 minutes, 12 seconds)

START TAPE: *Now, let's put Y in the middle of a word.*

STOP TAPE: End of programming session.

VOCABULARY AND CONCEPTS

1. Y in the middle of a word changes to the vowel I and does whatever an I would do.
2. Vowels can make their short sound; their own name, can be silent; or can make another sound.

ESSENTIAL TAPE ACTIVITIES

1. Listen to the sound Y makes in *mystery, dynamite, bayonet* and *boycott*.
2. Complete the Y behaviors on page 8 as called for by the video teacher.

y ☐ Y ☐

CONTINGENCY ACTIVITIES

1. Y IN THE MIDDLE OF A WORD: After the vowel I has been taught, you will return to the four words for an in-depth look at the sounds of I. For the present, point out that Y in the middle of a word can take any sound which I can take in that place or be silent.

Teacher Information and Notes

Vocabulary and Concepts Number 1
Notice how a discussion of the four roles a Y can play when it turns into an I in the middle of a word provides a natural introduction to the functions of the five vowels. Here is a place to probe, input, and process most carefully.

Number 2
If yours is to be an articulated program and your students' future teachers use either the term "long sound" or "hard sound" for vowels saying their own names, then teach your group that those terms and "a vowel's own name" mean the same thing.

Copy the Y squares on the board **before** viewing this segment.

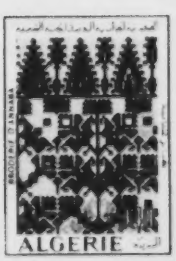
Teacher Information and Notes

1. MYSTERY–(MYSTERY) (Note Y at the end with the E sound)
2. DYNAMITE–(DYNAMITE)
3. BAYONET–(BAYONET) (AY pal–A says its own name and Y is silent)
4. BOYCOTT–(BOYCOTT) (OY is a pal taking the 2nd sound in BOY and OI is a pal and takes the same sound as in FOIL. The Double Consonant Rule applies for the double T).

2. REVIEW OF C, G, W, and Y. Have your students copy the incomplete words below. Tell them you will pronounce the whole word and they will fill in the missing blanks with C, CH, G, W, or Y.

1. __ield (yield)
2. __eode (geode)
3. __isdom (wisdom)
4. reall__ (really)
5. lun__ (lunch)
6. senten__e (sentence)
7. __orner (corner)
8. jo__ful (joyful)
9. __ara__e (garage)
10. s__ell (swell)

Answers: 1) Y, 2) G, 3) W, 4) Y, 5) CH, 6) C, 7) C, 8) Y, 9) G, G, 10) W.



Lesson Plan—Tape Seven: Enemy Letters

REVIEW: Before they watch Tape Seven, have your students watch Tape Six all the way through. This is a good point to review the Formula Phonics vocabulary to which your students have been exposed. Following is a listing of the more important words and phrases which have thus far been introduced. Write each word on the board in order and then probe to discover which pupils can read the word in English. Next, try to get a definition for the word in **English.** Finally get a definition in first languages of the group. The words are presented in approximately the same order as they occur in Tapes Three through Six.

ESSENTIAL VOCABULARY: TAPES THREE THROUGH SIX

programming	jaw	decode words
individual differences	paired letters	cycle
behaviors	wind pipe	closure
probability	voice box	rare
Dialog Group	voiced letters	useless
reliability	unvoiced letters	predict
phonic unit	open (letters)	thief (letters)
alphabet	tongue	steal
consonants	nose (letters)	payoff
turned on	mouth	silencer (mark /)
turned off	open	automatic
vowels	closed	unmarked
exploding (letters)	crazy (letters)	double agents (letters)
dam	pal	"good"
quiz	underlined	"bad"
friction (letters)	Latin	first
by-product	Greek	last
heat	French	middle
noise	attack words	

INTRODUCTION: The last segment in Tape Six which deals with Y changing to an I is intended to provide a natural bridge to the study of vowels. The four states which letter I takes *(own name, short, silent, or something else)* are the four states each of the five vowels may take. These words were omitted from the "Essential Vocabulary List" which is printed above so that you might treat with them as part of your introduction to Tape Seven. You might also wish to point out how many of the words on the list deal with the vowels. Thus, even though vowels are the enemy letters, your group already has a considerable body of information concerning those five letters.

Teacher Information and Notes

Before you show Tape Seven to your E.S.L. students, they are to review the essential vocabulary introduced in Tapes Three through Six. It would be wise for you to study that vocabulary list **before** they begin a study to make sure that you will be able to help them process each of those words.

As in Tape Six, you will find the pace in Tape Seven considerably accelerated compared to Tapes Three, Four, and Five. As an E.S.L. teacher, however, you will be able to control this pace by taking plenty of time to probe, input, and process after each of the segments. Take your time showing the next few tapes and be certain that each of your pupils has a grasp of what he is watching. Because of the vowels' importance in English spelling, it is always better to overteach information about them rather than to underteach.

Information about Tape Seven is found on pages 49 and 50 in *Formula Phonics.*

Teacher Information and Notes

Vocabulary and Concepts Number 3
You might wish to point out that vowels are more powerful than are pals composed of vowels and consonants, such as QU or even those composed solely of vowels, such as IE.

Number 9
Two other marks used in Formula Phonics word attack, the pal mark (‿) and the silencer (/) have already been introduced.

Diacritical Marks
Make sure that your pupils understand this concept. In Formula Phonics when a vowel speaks and does not say its own name or short sound it carries no diacritical mark. This is true even of letter U's intermediate sound. This procedure is followed in Formula Phonics because pals eliminate the need to mark vowels taking irregular sounds and because it is usually possible to correctly predict when a vowel will carry a rocker or a straight line. This design works extremely well with pupils who are native speakers of English or who speak English as another language. Because they are usually closing on words whose pronunciation is known, close is good enough.

Early on in your program, your students will frequently be attempting to sound out words whose pronunciation they are not sure about or do not know. Whenever your students attack a word which "doesn't sound right" or whose pronunciation is unknown, they should be encouraged to check it out in the dictionary. When this is done in class, you will have the opportunity to treat with the more obscure diacritical marks which are found in English dictionaries as well as with the accenting or stressing of syllables.

Open student books to page 9 **before** students watch this segment.

Introduction to Vowels

I. **SEGMENT ONE: TAPE SEVEN** (3 minutes, 4 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *. . . for example, the letter A saying A.*

VOCABULARY AND CONCEPTS

1. Review the four states of a vowel. A vowel may say:
   A. Its own name.
   B. Its short sound.
   C. Be turned off and say nothing.
   D. Say something else.
2. Consonants are either turned on or turned off.
3. Both consonants and pals are less powerful than vowels.
4. *Powerhouse*
5. Vowels in themselves are not reliable.
6. The Formula provides a reliable system to control vowels which is based on probability and closure.
7. Vowels usually say either their short sound or their own name.
8. *Diacritical marks*
9. The two diacritical marks used in Formula Phonics are the straight line (‾), when a vowel says its own name, and the rocker (‿), when a vowel says its short sound.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher

CONTINGENCY ACTIVITIES

DIACRITICAL MARKS: Many languages using the Roman alphabet find the 26 letters insufficient to pronounce all the sounds. Therefore, many diacritical marks have evolved to distinguish between phonetic values of the same letter. See if your students can explain any diacritical marks used with vowels in their other languages. Point out that in English, diacritical marks are **not** used in writing or printing except as pronunciation guides in dictionaries, glossaries, footnotes, etc.

Letter A

II. **SEGMENT TWO: TAPE SEVEN** (2 minutes, 47 seconds)

START TAPE: *The first of the five vowels is A.*

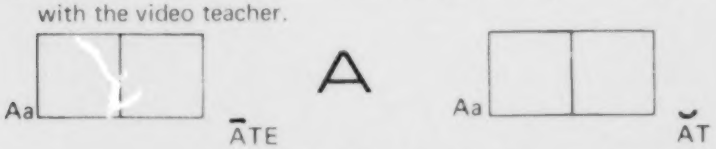
STOP TAPE: *Now please return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. Letter A says its own name which is Ā as in *snāke, tāke, pāil,* and *Āpril.*
2. A rocker forces letter A to say its short sound as the Ă in *ăfter, hăt, ădd,* and *măgic.*
3. The little word *at* will help you remember how to pronounce A's short sound.
4. Every vowel will have a little word to help you remember how to make its short sound.

ESSENTIAL TAPE ACTIVITIES

1. Fill in the first A squares on page 9 in the *Formula Phonics Reading Book* and say A's own name with the video teacher.
2. Listen to A's short sound.
3. Fill in the second set of A squares and make A's short sound with the video teacher.



CONTINGENCY ACTIVITIES

1. PROCESSING (LONG Ā) EXAMPLE WORDS: In addition to discussing pronunciation and meaning, you might wish to bring out the following points:
   A. SNAKE—"snake" has 5 letters and only 4 sounds (S N Ā K). E at the end of English words is silent. This rule has been discussed previously.
   B. TAKE—"take" has 4 letters and only 3 sounds (T Ā K). What letter don't we hear? *(E)* Why? *(E at the end of a word is silent. It makes A say its own name.)*
   C. PAIL—"pail" has a homonym, "pale." Discuss both words.
   D. APRIL—"April" is the name of one of the months. Can your students name the other eleven months? Which other month's name has the long A sound? *(May)*
2. PROCESSING (SHORT Ă) EXAMPLE WORDS: In addition to discussing pronunciation and meaning, you might wish to bring out the following points:
   A. AFTER—ER is a pal. This word, then, has 5 letters and 4 sounds, but really only 4 letters, if one considers the ER as a whole.
   B. HAT—3 sounds and 3 letters, a "perfect" word. Can your students name some words which rhyme with "hat"? Can they spell them?
   C. ADD—3 letters and 2 sounds. The Double Consonant Rule is working.

Teacher Information and Notes

Vocabulary and Concepts Number 3
The use of the words *at, Ed, it, odd,* and *up* as a mnemonic tool for helping pupils with the short vowel sounds also takes into account each pupil's natural speech pattern. Pupils who use a nonstandard sound for short A, for example, hear that sound when they say *at* and use that familiar sound for short A in words that they must attack. This procedure increases the likelihood that such pupils will successfully close on words which are in their hearing vocabulary but which they must attack.

Before you attempt this strategy with your pupils, however, you must determine how it is each one of them pronounces the five key words. The native speaker of Spanish could well be penalized in his attempts to learn English if he is encouraged or even permitted to substitute a short O sound for the short sound of letter A, pronouncing the key word as ŎT rather than ĂT. Whenever you find pupils markedly distorting the pronunciation of the key words, you should search for a student who speaks the same language and let him serve as model. If no such student is available in your classroom, then you must serve as model.

Copy the A squares on the board **before** viewing this segment.

Essential Tape Activity Number 1
In native speakers of English the ability to say A's own name is assumed. This is an assumption you may not be able to make with your pupils. Have them make each of the vowel sounds (short and own name) at the conclusion of each segment. Where a faulty sound is discovered, use the procedures outlined in the material immediately above. You will find the Contingency Activities which follow each of the next five segments to be most helpful in teaching pupils to recognize and pronounce correctly the two sounds for each vowel.

Contingency Activity Number 2
In the tapes a "perfect" word contains the same number of letters as it has sounds and the vowel is **short.** In the more sophisticated *Formula Phonics Spelling Book* a "perfect" word contains the same number of letters and pals as it has sounds. The vowels can be identified regardless of what they say. Always use this second definition with your E.S.L. students.

Teacher Information and Notes

The teacher whose students are speakers of English quickly discovers that one does not have to treat with the fact that letter A "steals" the short U sound when that letter occurs as the last letter in a word (plaza, data, drama). This is because English speaking students tend to produce the abnormal vowel sound naturally when they close on words ending with letter A even though that letter will have been marked with a rocker (plăzā, dātă, drămă). Until your students acquire enough English vocabulary to automatically substitute the necessary sound, they should be taught to consider that an A at the end of a word is a thief (as in letter Y) and should be marked in this manner: ă (ă).

In English, E is the queen of letters. Every tenth letter your pupils will ever read or write in English will be an E. Therefore, take special pains in teaching this letter's sound. At this point it is not too soon to start building a respect for this letter in your students.

D. MAGIC–Why can the G take a J sound? *(Because it is followed by an I.)* Why must the C take a K sound? *(It is* **not** *followed by E, I, or Y.)*

3. MAKING A'S 2 SOUNDS: By now your students probably possess enough English for each to think of two words–one containing long A's sound and the other short A's sound. Ask each student to pronounce both words for you and the group. Ask each student to state whether the word has the long or the short A sound. You should make note of any students who have difficulty making either sound. If any students have trouble thinking of words to use, suggest that they look back in their patterning books to the lessons already completed and look for words which are printed and written there.

   Example: My first word is "rat" and it has a short A sound. My second word is "face" and it has a long A sound.

4. HEARING A'S 2 SOUNDS: Tell your students to number from 1 to 10 on their papers. You are going to pronounce 10 words. Each contains either the long A sound or A's short sound. If they hear A's own name, they should draw a straight line next to the number of the word. If they hear A's short sound, they should draw a rocker.

1. apple	6. cannon
2. aid	7. plane
3. rate	8. happily
4. inspiration	9. phosphate
5. elastic	10. photograph

Answers: 1) ˘ 2) — 3) — 4) — 5) ˘ 6) ˘ 7) — 8) ˘ 9) — 10) ˘

To correct, write the words on the board and have students take turns marking the A's as you pronounce each word.

Letter E

III. SEGMENT THREE: TAPE SEVEN (1 minute, 32 seconds)

START TAPE: *The next vowel is the letter E.*

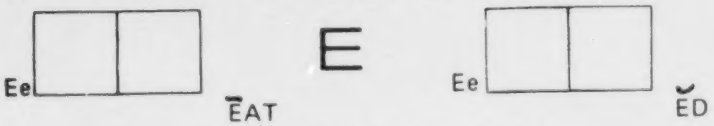
STOP TAPE: *Please return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. Letter E says its own name as in *mēal, plēase, ēasy,* and *sēe.*
2. The rocker shows E's short sound as in *lĕt, ĕdge, gĕt* and *ĕbb.*
3. Some people confuse E's short sound with A's short sound.
4. When making A's short sound, the lips and jaw are lined up one above the other.
5. When making E's short sound, the jaw is thrust forward.
6. The little word for short E is *Ed.*

ESSENTIAL TAPE ACTIVITIES

1. Listen to and make E's short sound.
2. Fill in the first set of E squares on page 9 and make E's long sound with the video teacher.
3. Fill in the second set of E squares and make E's short sound.



CONTINGENCY ACTIVITIES

1. PROCESSING (LONG Ē) EXAMPLE WORDS: In addition to pronunciation and meaning, you might wish to point out the following:
   A. MEAL—There are 4 letters but only 3 sounds. The A is silent.
   B. PLEASE—There are 6 letters and 4 sounds. Ask which two letters are turned off. Someone in your group should recall that E at the end of a word is usually silent. Note the silent A.
   C. EASY—Note 4 letters and 3 sounds. The A is silent. Probability said that the Y would take the long E sound. Since "easy" both begins and ends with long E's sound, could it have been spelled "yase"? Why not? *(Y at the beginning of a word must make its consonant sound, and E at the end is silent.)*
   D. SEE—three letters and two sounds. One E is silent. The homonym is "sea." Did any of your students notice that when two vowels were side by side, the first one said its own name and the second one was silent? (Two Vowels Walking Rule is taught in Tape Eight.)
2. PROCESSING (SHORT ĕ) EXAMPLE WORDS: In addition to pronunciation and meaning, you might wish to point out the following:
   A. LET—A perfect word, 3 letters and 3 sounds.
   B. EDGE—4 letters, 2 sounds. D is silent. E on the end is silent. The reason G takes the J sound is because it is followed by an E.
   C. GET—a perfect word, 3 letters and 3 sounds. G takes its own sound even though it is followed by an E.
   D. EBB—3 letters, 2 sounds. The second B is silent because of the Double Consonant Rule.
3. MAKING E'S TWO SOUNDS: Again, as in Contingency Activity Number 3 in Segment 2, ask your students to find two words—one containing long E's sound and the other short E's sound. Ask them to follow the same directions while you note any individual problems.

Teacher Information and Notes

Copy the E squares on the board **before** viewing this segment.

You will note that the Contingency Activities occasionally introduce information before it is presented on a tape. This is done so that you can help your students "discover" these facts before they are shown them on a tape. Your E.S.L. students should take particular pleasure in encountering information on a tape with which they are familiar because of prior exposure in Contingency Activities.

Teacher Information and Notes

Example: *My first word is "met" and it has a short E sound. My second word is "real" and it has a long E sound.*

4. HEARING E'S TWO SOUNDS: Ask your students to number from 1 to 10 on their papers. You are going to pronounce 10 words. Each contains either the long E sound or E's short sound. If they hear E's own name, they should draw a straight line next to the number of the word. If they hear E's short sound, they should draw a rocker.

1. educate	6. pebble
2. eve	7. west
3. real	8. needle
4. set	9. nebulous
5. greet	10. supreme

Answers: *1) ⏑ 2) — 3) — 4) ⏑ 5) — 6) ⏑ 7) ⏑ 8) — 9) ⏑ 10) —*

To correct, write the words on the board and have students take turns marking the E's as you pronounce each word. Now that they can see the words, cross out silent E's.

5. DISTINGUISHING A'S AND E'S SOUNDS: Ask your students to number 1 to 4. You will say four words. Beside each number they should write the letter each word **begins** with and indicate its sound with either a straight line or a rocker.

Example: *able . . . . . $\overline{A}$*
educate . . . . . $\breve{E}$

1. actually	3. even
2. effervescent	4. ate

Answers: *1) $\breve{A}$, 2) $\breve{E}$, 3) $\overline{E}$, 4) $\overline{A}$.*

Check to see if your group is now ready to move on to the letter I.

Letter I

IV. SEGMENT FOUR: TAPE SEVEN (1 minute, 21 seconds)

START TAPE: *The third vowel is the letter I.*

STOP TAPE: *Please return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. The long I sound is I's own name as in *$\overline{bite}$, $\overline{night}$, $\overline{item}$,* and *$\overline{right}$.*
2. Of the 44 sounds, one of the easiest to make is the short sound of I as in *$\breve{sit}$, $\breve{issue}$, $\breve{bitter}$,* and *$\breve{tin}$.*
3. The little word to help remember the short I sound is *it.*

While I's short sound is easy for most speakers of English to say, it may be a difficult sound for some of your students. Check most carefully to discover any problems. Contingency Activities 3, 4 and 5 will be most helpful for this purpose.

ESSENTIAL TAPE ACTIVITIES

1. Listen to I say its own name.
2. Listen to I's short sound and practice making it.
3. Fill in both sets of I squares with the video teacher and practice the short I sound.

CONTINGENCY ACTIVITIES

1. PROCESSING (LONG Ī) EXAMPLE WORDS: In addition to pronunciation and meaning you might wish to bring out the following points:

   A. BITE–"bite" has 4 letters and 3 sounds. E at the end is silent.

   B. NIGHT–"night" has 5 letters and 3 sounds. Since IGH is a pal which says I's own name, in Formula Phonics spelling we say "night" has 3 letters and pals and 3 sounds.

   C. ITEM–EM is a pal which says M's name.

   D. RIGHT–the IGH pal.

2. PROCESSING (SHORT ĭ) EXAMPLE WORDS: In addition to pronunciation and meaning you might wish to bring out the following points:

   A. SIT–a "perfect" word, 3 letters and 3 sounds.

   B. ISSUE–5 letters, 3 sounds. The Double Consonant Rule (SS) E at the end of the word is silent. Note the U takes the intermediate OO sound when pronounced by most American speakers.

   C. BITTER–5 letters and pals (ER), 4 sounds. The Double Consonant Rule (TT).

   D. TIN–perfect word, 3 letters, 3 sounds.

3. MAKING I'S TWO SOUNDS: Ask each student to pronounce one word containing long I's sound and one with short I's sound. Make note of any students who have difficulty making either sound.

   Example: My first word is "with" and it has a short I sound. My second word is "find" and it has a long I sound.

4. AUDIO DISCRIMINATION OF I'S TWO SOUNDS: Ask your students to number 1-6 on their paper. You will say 6 words, each of which will contain either a long I sound or a short I sound. They are to write Ī or ĭ beside the number of the word according to which sound they hear in it.

Teacher Information and Notes

Copy the I squares on the board **before** viewing this segment.

1. swim
2. lick
3. idea
4. delight
5. mile
6. finish

Answers: *1) ĭ, 2) ĭ, 3) ī, 4) ī, 5) ī, 6) ĭ.*

Process the answers at the board. Ask if anyone sees any pals in Number 4 (EL and IGH).

5. DISTINGUISHING BETWEEN A, E, and I'S SHORT SOUNDS: Ask your students to copy these incomplete words. You will say the word, use it in a sentence, and say it again. Students should fill in the blank with either an A, and E, or an I.

1. T__N
2. T__N
3. T__N
4. S__T
5. S__T
6. S__T

1. TEN — I have ten fingers. TEN
2. TIN — The whistle is made of tin. TIN
3. TAN — His shirt is tan and gold. TAN
4. SIT — Please sit down. SIT
5. SAT — They sat on the sofa. SAT
6. SET — Mother will set the table. SET

Answers: *1) E, 2) I, 3) A, 4) I, 5) A, 6) E.*

Process at the board. Provide individual help where needed.

Letter O

V. **SEGMENT FIVE: TAPE SEVEN** (1 minute, 36 seconds)

START TAPE: *We shall now turn to the vowel O.*

STOP TAPE: *Please return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. Letter O's own name is the sound O makes in the words *ōpen, bōat, hōme,* and *ōbōe.*
2. Letter O's short sound is rather like the sound you make when you are disappointed (AW!). It is the sound O makes in *ŏften, gŏne, fŏggy,* and *ŏctopus.*
3. *Let's hit the books.*
4. The little word for short O's sound is *odd.*

ESSENTIAL TAPE ACTIVITIES

1. Listen to the long and short O sounds.
2. Fill in two sets of O squares and make the O sounds.

$\bar{O}$LD $\breve{O}$DD

CONTINGENCY ACTIVITIES

1. PROCESSING (LONG $\bar{O}$) EXAMPLE WORDS: In addition to discussing pronunciation and meaning, you might wish to bring out the following points.

   A. OPEN—EN pal says N's own name.

   B. BOAT—4 letters, 3 sounds. Which letter is silent? *(A)*

   C. HOME—4 letters, 3 sounds. E at the end of a word is silent.

   D. OBOE—long O heard twice. 4 letters, 3 sounds. E at the end of a word is silent.

2. PROCESSING (SHORT $\breve{O}$) EXAMPLE WORDS: In addition to discussing pronunciation and meaning, you might wish to bring out the following points:

   A. OFTEN—The T is usually silent in American speech. EN pal.

   B. GONE—E at the end of a word is silent.

   C. FOGGY—root word is "fog." The first G **must** take G's own sound because it is not followed by E, I, or Y. The second G is silent (Double Consonant Rule). It is there to protect the first G. Y at the end says E's long sound (probability).

   D. OCTOPUS—The Greek prefix "octo" means "eight" to describe this "eight footed creature." Do your students know other "octo" words?

3. MAKING O'S TWO SOUNDS: Ask each student to pronounce one word containing long O's sound and one with short O's sound. Make note of any students who have difficulty making either sound.

   Example: My first word is "long" and it has a short O sound. My second word is "only" and it has a long O sound.

4. AUDIO DISCRIMINATION OF O'S TWO SOUNDS: Ask your students to number 1-5 on their papers. You will say 5 words, each of which will contain either a long O or a short O sound. They are to write $\bar{O}$ if they hear that sound or $\breve{O}$ if they hear O's short sound.

   1. doe
   2. popsicle
   3. drop
   4. drone
   5. lock

   Answers: 1) $\bar{O}$, 2) $\bar{O}$, 3) $\breve{O}$, 4) $\bar{O}$, 5) $\breve{O}$.

   Process answers at the board. "Doe" has a homonym, "dough."

Teacher Information and Notes

Copy the O squares on the board **before** viewing this segment.

Teacher Information and Notes

Letter U

VI. SEGMENT SIX: TAPE SEVEN (2 minutes, 40 seconds)

START TAPE: *The last of the vowels is the letter U.*

STOP TAPE: *It is far more pleasing to the ear to call a girl Lulu, rather than Lulu.*

VOCABULARY AND CONCEPTS

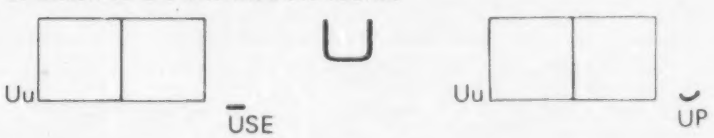
1. Letter U's own name is the sound U makes in *ūseful, ūniversity, visūal,* and *ūsūally.*
2. Letter U's short sound is the last vowel sound most people remember because:
   A. It is infrequently used in English speech, offering little opportunity for practice.
   B. It makes the sound many people assign to the **word** "A" in phrases such as *a dog* and *a cat.*
3. Letter U's short sound is the sound U makes in the words *mŭst, ŭnder, rŭn,* and *lŭmber.*
4. Letter U has an intermediate sound which is half way between its long and short sounds *(Tuesday).*
5. When letter U takes its third sound, it carries no diacritical mark.
6. The intermediate U sound occurs after certain letters because it is easier to pronounce and because it sounds better.

It should be explained to your class that the intermediate sound for letter U is made in cases where the U should say its own name. It should be considered as a substitute for U's own name *(Tuesday, Lulu, tune).*

ESSENTIAL TAPE ACTIVITIES

1. Fill in the two sets of U squares and make both U sounds.
2. Listen to U's intermediate sound.

Copy the U squares on the board **before** viewing this segment.



ŪSE ŭP

CONTINGENCY ACTIVITIES

1. PROCESSING (LONG Ū) EXAMPLE WORDS: In addition to discussing pronunciation and meaning, you might wish to bring out the following points:
   A. USEFUL—Base word is "use" with silent E. One L is dropped when "full" is used as a suffix.
   B. UNIVERSITY—"University" is a long but perfect word where each of the 9 sounds is spelled by the letter or pal which probability dictates will be used.

C. VISUAL—Do your students know other words derived from the Latin word "videre"—to "see"? *(visible, vision, visability, television)* Are there any words with this root in their other languages?

D. USUALLY—What word processed in Segment 5 is a synonym for "usually"? *(often)*

2. PROCESSING (SHORT U) EXAMPLE WORDS: In addition to discussing pronunciation and meaning, you might wish to bring out the following points:

A. MUST—Even native English speakers sometimes have difficulty distinguishing between the meanings of "must" and "may." It could be a matter of life and death!

Example: *You* **may** *turn right at this corner.*
You **must** *turn right at this corner.*

B. UNDER—a "perfect" word with the ER pal. Can your students illustrate *under, over, around, through, etc.?*

C. RUN—a perfect word. Colloquialisms in which "run" is a part abound in English: *run afoul, run after, runaway, run in, run out, run over, run riot, run up.*

D. LUMBER—another perfect word with the ER pal. Lumber[1] (noun) = timber; lumber[2] (verb) = to move clumsily.

3. IDENTIFYING VOWEL SOUNDS: Ask your students to copy the following incomplete words from the board. You will then say a word. They are to listen carefully and write in the missing letter for the vowel sound they hear.

1. d__bt	6. d__an
2. l__ll	7. f__t
3. b__t	8. sm__ke
4. sp__ne	9. c__pper
5. __tensil	10. l__ke

1. DEBT—He owes a debt of ten dollars. DEBT (note the silent B in DEBT.)
2. LULL—There was a lull in the storm. LULL
3. BAT—Can you bat the ball over the fence? BAT
4. SPINE—Another name for "spine" is backbone." SPINE
5. UTENSIL—A measuring cup is a handy utensil in the kitchen. UTENSIL
6. DEAN—Dean Jones is in charge of college admissions. DEAN
7. FIT—Does your new coat fit properly? FIT
8. SMOKE—Probability says if you smoke, you will not live as long as if you don't. SMOKE
9. COPPER—Copper is a good conductor of electricity. COPPER
10. LAKE—We went fishing in the lake. LAKE

Answers: *1) E, 2) U, 3) A, 4) I, 5) U, 6) E, 7) I, 8) O, 9) O, 10) A.*

Teacher Information and Notes

"Run" is a fantastic word for your E.S.L. students to look up in an unabridged dictionary.

This is a fine activity to help you to determine how well your pupils can discriminate between the vowel sounds. You may wish to process both these words and the sentences.

Teacher Information and Notes

Be sure to stress that vowels which are part of a pal are **never** marked with a rocker or a straight line. Indeed, in such position they are not vowels any longer. Instead they are part of a pal and should be marked with a pal sign (‿).

Marking Vowels

VII. SEGMENT SEVEN: TAPE SEVEN (2 minutes, 28 seconds)

START TAPE: *At the bottom of page 9 you'll find a list of 30 rather short words.*

STOP TAPE: *Now your programmer will work with you on the answers.*

VOCABULARY AND CONCEPTS

1. Whenever a vowel in a word is silent, it is marked out with a *silencer* (✗).
2. Whenever a vowel in a word makes its short sound, it is marked with a rocker (Ă Ĕ Ĭ Ŏ Ŭ).
3. Whenever a vowel in a word makes its own name sound, it is marked with a straight line (Ā Ē Ī Ō Ū).

ESSENTIAL TAPE ACTIVITIES

1. Study vowel marks for *boat* and *mat* on page 9 of the *Formula Phonics Reading Book*.

   (A) BŌ✗T (B) MĂT

2. Following the video teacher's instructions, mark the vowels in the first six words: *ēat, ŏdd, māk✗, bīt✗, ūs✗* and *thăt*.

CONTINGENCY ACTIVITIES

Without going over the answers, (this will be done in the next segment) check to see that all students have understood and followed directions for marking the vowels. If necessary, repeat directions and say each word again.

Quiz on Marking Vowels

VIII. SEGMENT EIGHT: TAPE SEVEN (40 seconds)

START TAPE: *Number One, E says its own name and the A is silent.*

STOP TAPE . . . *on Number Six "A" takes its short sound.*

VOCABULARY AND CONCEPTS

Following tape activities

ESSENTIAL TAPE ACTIVITIES

1. Check answers with video teacher for words one through six in patterning book.

1. EAT	7. BED	13. PAT	19. SET	25. CAP
2. ODD	8. MOLD	14. THUD	20. OLD	26. PLEASE
3. MAKE	9. FUN	15. BEAD	21. RIP	27. HOT
4. BITE	10. BIT	16. GONE	22. FUSE	28. MICE
5. USE	11. ICE	17. RUST	23. TABLE	29. GOLD
6. THAT	12. WHALE	18. MITE	24. BEND	30. CUE

CONTINGENCY ACTIVITIES

Check to make certain students understand the vowel markings for words 1-6, page 9.

More About Vowels

IX. SEGMENT NINE: TAPE SEVEN (2 minutes, 11 seconds)

START TAPE: *Do you see how much more complicated the game becomes?*

STOP TAPE: *There is a way and it is wrapped up in two laws and three rules.*

VOCABULARY AND CONCEPTS

1. *Complicated*
2. The goal of Formula Phonics is to keep things simple.
3. To attack words successfully you must have control over the vowels.
4. *Syllable*
5. Words, **not syllables**, are the smallest units attacked in Formula Phonics.
6. The mind closes on wholes (words) rather than on parts (syllables).
7. *Zero in*
8. All English words contain one or more vowels.
9. Vowels are enemy letters which can:
   A. Say their short sound.
   B. Say their own name.
   C. Say nothing.
   D. Say something else.
10. You need to know two laws and three rules in order to control vowels.

ESSENTIAL TAPE ACTIVITIES

Review quiz words on page 9 with video teacher to note occurrence of vowels.

Teacher Information and Notes

The purpose of this quiz is to help prepare your pupils to have an easier time with the vowel rules. You might wish to help your students discover the obvious patterns which emerge as the vowels are marked.

The only information which native speakers and those who speak English as another language need to know about syllables to learn to read or to read better is that:

1. Words break into identifiable syllables when they are spoken aloud, and
2. Each syllable must contain a vowel which may or may not speak.

Your E.S.L. students will learn as much as they need to know about syllables to become readers and writers of English when you work with them in the dictionary. What they need to know is where to place the accent or stress in a word. The dictionary will give them this information without their learning rules. Further, as they are exposed to more and more English, they will develop a hearing vocabulary which will permit them to correctly accent words without having to consult with the dictionary.

CONTINGENCY ACTIVITIES

1. The only emphasis on syllables in Formula Phonics is found in the spelling rule: EVERY SYLLABLE MUST CONTAIN A VOWEL, BUT THE VOWEL NEED NOT SOUND OUT. A syllable can be a single word (man) or a part of a word which is capable of being pronounced by a single impulse of the voice. Your students should have no difficulty counting the number of syllables in the words they pronounce once they practice with you. If it helps them to tap with their pencils each "beat" for the first few words, suggest that they do so.

   COUNTING SYLLABLES: Ask your students to number 1-10 on their paper. You will pronounce ten words. They are to count the number of syllables they hear in each word. They should also pronounce the word if it will help them to count. They are to write the number of syllables in the space beside the number.

1. run	6. exploratory
2. buffalo	7. linkage
3. concert	8. bullet
4. fast	9. monument
5. dedication	10. supersaturation

   Answers: 1) 1, 2) 3, 3) 2, 4) 1, 5) 4, 6) 5, 7) 2, 8) 2, 9) 3, 10) 6.

2. Ask your students if they can discuss laws governing vowels in their other languages.

The First Law of Reading

X. **SEGMENT TEN: TAPE SEVEN** (1 minute, 50 seconds)

START TAPE: *Applying these laws and rules in word attack, makes the vowels as easy to control as the consonants.*

STOP TAPE: End of programming session.

VOCABULARY AND CONCEPTS

1. The first Vowel Law is really a spelling law.
2. When you attack words, you are really spelling backwards.
3. EVERY WORD MUST CONTAIN A VOWEL.
4. EVERY SYLLABLE IN EVERY WORD MUST CONTAIN A VOWEL.
5. THE VOWEL NEED NOT SOUND OUT.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

CONTINGENCY ACTIVITIES

1. COMPLETE THE QUIZ ON PAGE 9: Pronounce each of the remaining words in the quiz in the same manner as did the video teacher with words 1-6. Process your answers for both vowel sounds and meaning.

2. If your students are working in the *Formula Phonics Spelling Book*, you will note that an exercise similar to the quiz on page 9 is Exercise 1, page 15 of Lesson Six, "E Jumping Over Words."

Teacher Information and Notes

The Contingency Activities will help your students process this First Law of Reading.

Lesson Plan— Tape Eight: The Double Vowel Rule, The Silent E Rules, and The Double Consonant Rule

Teacher Information and Notes

To prepare for this lesson you should study the notes you made earlier and then turn to your copy of the *Formula Phonics Spelling Book*. You should review the teacher's side of Lessons Four, Five, Six, and Seven, pages 9 T through 19 T. If you have developed special games, drills, or activities to teach vowel control to E.S.L. students, you should use them to supplement the tapes and Contingency Activities.

When patterning speakers of English with the tapes, except in extraordinary situations, attendance is not a crucial factor since absence usually occurs in a mosaic pattern. Indeed, even when they are in the presence of the tapes, pupils are observed to tune-in and tune-out following this same irregular pattern. In such cases, the secret of the success of the tapes is that they are patterning the **entire** group rather than the individual students who make up the group. Even where no member of the group gets the message, there is no need for concern, because the teacher-dialogist who is monitoring the word attack episode is available to input the needed information.

All this is in no way intended to diminish the importance of showing the tapes to **every** pupil or the importance of **each** pupil's good attendance. Both factors are very important. In every case the more carefully the tapes are shown to a group and the better the attendance of group members, the greater the amount of word attack data available to the group and the sooner it is internalized by each member.

It should be noted, however, that native speakers and those who speak English as another language either watch the tapes in groups homogeneous according to reading ability or are placed in such groupings when the reading-dialoging process begins. In the typical E.S.L. class, on the other hand, the dominant homogeneous factor is usually the pupils' inability to communicate in English. The E.S.L. group may contain members with markedly diverse educational, social and linguistic backgrounds. In many such classes the members are unable, or barely able, to communicate with each other (and often with their teacher) in native languages or in a common second language.

REVIEW: Before they start to view Tape Eight, your pupils should watch Tape Seven all the way through with no stops and with their books closed. They should practice the sounds with the video teachers. After the viewing probe to discover if any questions have been left unanswered.

INTRODUCTION: Explain that Tape Eight is rather technical and that it deals with controlling the five vowels. Students should know that any time they wish to view a tape segment a second or third time, they need only ask you to see it again. Because each concept which is presented in the final four tapes is built on those presented before, your pupils should be told that good attendance is extremely important from this day forward.

Vowel Actions

I. **SEGMENT ONE: TAPE EIGHT** (1 minute, 49 seconds)

START TAPE: Beginning of voice.

STOP TAPE: . . . *at, Ed, it, odd, up.*

VOCABULARY AND CONCEPTS

1. Review: A VOWEL MAY SAY ITS SHORT SOUND, SAY ITS OWN NAME, SAY NOTHING, OR SAY SOMETHING ELSE.
2. Review: A VOWEL MUST APPEAR IN EVERY WORD AND IN EVERY SYLLABLE OF EVERY WORD, BUT IT NEED NOT SOUND OUT. (FIRST LAW OF READING)
3. Review: Learning the vowels' short sounds helped get the vowels under control.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

CONTINGENCY ACTIVITIES

1. You might wish to review the information in this segment with an oral quiz. You can question members of the group at random or divide your group into two teams and make this quiz a game:

1. Name one vowel.
2. Name a second vowel
3. Name a third vowel.
4. Name a fourth vowel.

Note: Y and W are **sometimes** *vowels. If either is named, don't call it incorrect. Just say that you want only letters which are* **always** *vowels—A, E, I, O, and U.*

5. Name the fifth and remaining vowel.
6. What is one thing a vowel can say?
7. What is another thing a vowel can say?
8. What is another thing a vowel can say?
9. What **else** can a vowel say?

A vowel can say its own name, its short sound, something else, or nothing.

10. What must appear in every word? *A vowel*
11. What must appear in every syllable? *A vowel*
12. True or False: You must **hear** the vowel in every syllable? *False*
13. What is A's own name?
14. What is A's short sound?
15. What is E's own name?
16. What is E's short sound?
17. What is I's own name?
18. What is I's short sound?
19. What is O's own name?
20. What is O's short sound?
21. What is U's own name?
22. What is U's short sound?

23. What little word do we remember for short A? *At*
24. What little word do we remember for short E? *Ed*
25. What little word do we remember for short I? *It*
26. What little word do we remember for short O? *Odd*
27. What little word do we remember for short U? *Up*

The Second Law of Reading

II. SEGMENT TWO: TAPE EIGHT (1 minute, 48 seconds)

START TAPE: *Your programmer knew that none of you would ever have trouble saying a vowel's own name.*

STOP TAPE: *The Golden Rules of Reading.*

Teacher Information and Notes

Thus, if these or other factors produce a heterogeneous fracturing of your E.S.L. group, you must work to make the viewing of the tapes a more individualized experience than would otherwise be necessary. In such cases, attendance becomes paramount. This is because of the sequential treatment of the material which the tapes provide. Since this is most particularly true in Tapes Seven through Eleven, you should stress the need for good attendance at every opportunity. Do schedule make-up lessons, if possible, and make it a standard procedure to re-show an earlier segment if your probing discloses that need. Remember that the more information you can teach your students as they watch the tapes, the easier will be your tasks and theirs when they start to process first class reading matter in their Dialog Group.

Contingency Activity Number One

Gaming is a good way to review material without the use of formal drilling.

The assumption is made that native speakers of English and those who speak English as another language will have little trouble making the vowel sounds. However, you should probe to determine whether all of your students can say the name of each of the five vowels.

Teacher Information and Notes

The vocabulary in Segment Two is very "rich" as are the concepts presented. This would be a good spot to open up your probing, inputting, and processing procedures into a full scale dialog. By so doing you can begin to gauge the current and potential intellect of your group. This is also a good place to start to teach your students how to transfer knowledge and information available to them in their first language into English.

This transference of available knowledge into English is a high level **thinking** process which goes far beyond mere translation. We might compare it to a chess game in which success is achieved **not only** in terms of moves on the board but for providing a running commentary in English which explains the rationale for each move as well. In such a case a player working on the level of translation might report after a move that, "I moved the pawn two squares forward because I had to." The player who is transferring first language information to English might say, "This pawn move is in response to my opponent's last move. If not countered in this fashion that move would, after three more moves, open up my left side and tie up a number of my major pieces as well." In both cases the players may have moved the pawn for the same reason (first language knowledge). The second player, however, was considerably more advanced in his ability to transfer his available native language knowledge into the necessary oral English. This is one of the processes you will teach when you dialog with your pupils after they have completed viewing the tapes.

"Perfect words" are considered in a different manner in this tape than they are in the *Formula Phonics Spelling Book*. In that book the definition is expanded so that, "Perfect words, of course, are words which have no tricks—no letters which change their sounds, no silent letters, nothing to make a problem for the writer." You might reread Lessons One and Two of the spelling book. These chapters deal with the expanded definition for "perfect words" which your students will use when they start to read and to write.

VOCABULARY AND CONCEPTS

1. *Ignore*
2. *Assume*
3. WE ALWAYS *ASSUME* A VOWEL IS SHORT. (SECOND LAW OF READING)
4. Probability tells us it is more likely that a vowel in a word under attack will say its short sound rather than its own name, nothing, or something else.
5. *Rational*
6. The Second Law of Reading provides a *rational* basis for all English word attack.
7. *Right*
8. *Proof*
9. Vowels have a *right* to be other than short, but when this is so you must offer *proof*.
10. In Formula Phonics we offer three proofs why a vowel may say something other than its short sound. These proofs are called THE GOLDEN RULES OF READING.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

Double Vowel Rule

III. SEGMENT THREE: TAPE EIGHT (1 minute, 33 seconds)

START TAPE: *A vowel must appear in every word and in every syllable . . .*

STOP TAPE: *Please put a rocker over the vowel E in the word "met."*

VOCABULARY AND CONCEPTS

1. *Perfect* words contain an equal number of letters and sounds.
2. "Met" is a perfect word.

ESSENTIAL TAPE ACTIVITIES

1. Open student books to page 10 and find "met."
2. Count the letters in "met" and fill in the "letters" square with a number three (3).
3. Count the sounds in "met" as the video teacher says them and fill in the "sounds" square with the number three (3).
4. Place a rocker over the letter E in "met."

MET ☐ LETTERS ☐ SOUNDS

CONTINGENCY ACTIVITIES

1. To reinforce the concept of "perfect" words having an equal number of letters and sounds (which say what they should), you might wish to pronounce these perfect words for your students and ask them to tell you:

   A. How many sounds they hear in the word.
   B. What letters make those sounds.

   Tell them there will be no pals and no silent letters. Pronounce the words distinctly but not so slowly as to in any way distort a consonant or vowel sound.

   1. BIT
   2. FLAT
   3. JOT
   4. LET
   5. MUST

   Answers: You hear the same number of sounds as there are letters in each word.

Double Vowel Rule

IV. SEGMENT FOUR: TAPE EIGHT (1 minute, 6 seconds)

START TAPE: *Above the second set of squares you will find the letters M, E, space, T.*

STOP TAPE: *Now return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. *Meat*–*Hamburger*
2. *Meet*–to come into the *presence* of someone.
3. Both "meat" and "meet" contain four letters but only three sounds.

ESSENTIAL TAPE ACTIVITIES

1. Fill in the first blank space with the vowel A.
2. Fill in the second blank space with the vowel E.
3. Write a number four (4) in the square marked "letters."
4. Listen to the video teacher produce the sounds in "meat." Count the sounds and write a number three (3) in the square marked "sounds."

ME__T ☐ LETTERS ☐ SOUNDS

MEAT

Teacher Information and Notes

Copy this material on the board **before** viewing this segment.

You will find additional activities of this sort in the *Formula Phonics Spelling Book*.

At this point your students will have to begin to deal with homonyms. As an aid in developing your lesson plans and follow-up activities, you might wish to review those sections in Lessons Five, Nine, Thirteen, Fifteen, Seventeen, Eighteen, Twenty, Twenty-one, and Twenty-two in the *Formula Phonics Spelling Book* which deal with homonyms.

When the original Formula Phonics program was being written, the homonyms "meat" and "meet" were chosen for use in teaching the Double Vowel Rule because they demonstrated that **any** vowel placed second in a double vowel combination was silent. Later on (in Segment Six) the double E's in "meet" are used to stress the need to be definitive in telling an instructor how to mark a word.

Copy this material on the board **before** viewing this segment.

Teacher Information and Notes

Double Vowel Rule

V. SEGMENT FIVE: TAPE EIGHT (1 minute, 54 seconds)

START TAPE: *Your programmer has just demonstrated that there's something wrong with this word.*

STOP TAPE: *Notice that the two vowels must sit side by side in a word.*

VOCABULARY AND CONCEPTS

1. Letter A is silent in "meat."
2. In Formula Phonics silent letters are marked out with a silencer mark (/).
3. Whenever a vowel is silent in a word, we must find out why.
4. In the word "meat" the silent vowel" made the E say its own name.
5. The *Double* Vowel Rule is introduced:
   THE SECOND VOWEL IS SILENT WHEN TWO VOWELS SIT SIDE BY SIDE IN A WORD, AND THE FIRST VOWEL SAYS ITS OWN NAME.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

This is the same silencer mark which is used when a thief is marked ( ). It will be shown again in this tape during Segment Nine as the mark used to silence the second letter in a pair of consonants (LET/ER).

Be sure to probe to determine whether or not your students understand the concept of "double."

Double Vowel Rule

VI. SEGMENT SIX: TAPE EIGHT (2 minutes, 10 seconds)

START TAPE: *Now look at page 10 of your books again.*

STOP TAPE: *So much for the First Golden Rule of Reading, the Double Vowel Rule.*

VOCABULARY AND CONCEPTS

1. An easy way to remember the Double Vowel Rule is to learn the poem:
   WHEN TWO VOWELS GO WALKING,
   THE FIRST ONE DOES THE TALKING.
2. The Double Vowel Rule is one way to PROVE a vowel says its own name in a word. As proof we may say:
   A. The Double Vowel Rule.
   B. Two vowels together.
   C. Two vowels walking.
3. Be *definitive* when telling an instructor how to mark the letters in a word.
4. No one *thinks* for the other guy in a Dialog Group (even the teacher).
5. The pals containing multiple vowels (AU, AW, AY, EW, OI, OO, OU, OW, OY, IE, EIGH, OUS, IOUS, TION, SION, and ATION) are not subject to the Double Vowel Rule.
6. The Double Vowel Rule is one of the three Golden Rules of Reading which will help you keep the vowels under control.

You can help reinforce the learning here by asking **after** a pupil has repeated the poem, *and when it talks, it says its own* _____ , with the pupil supplying the missing word "name."

It is this group of pals which permit the Double Vowel Rule to work with such a high degree of regularity in Formula Phonics word attack episodes. To avoid confusion, however, your students must learn their pals and always check the pal wall chart when they reach the second step of the Formula which requires that they "underline the pals."

ESSENTIAL TAPE ACTIVITIES

1. Silence the ✗ and place a straight line over the $\overline{E}$ in M $\overline{E}$ ✗ T.
2. Find M E E T. Write a number four (4) in the "letters" square and a number three (3) in the "sounds" square.
3. Mark out the silent ✗ (second E) and draw a straight line over the first $\overline{E}$ (M $\overline{E}$ ✗ T).

MEET ☐ LETTERS ☐ SOUNDS

CONTINGENCY ACTIVITIES

1. RECOGNIZING THE DOUBLE VOWEL RULE IN ACTION: Ask your students to number 1 to 20 on their paper. Write the following words on the board. Tell your students to look at each word and listen as you pronounce it. If they hear a vowel saying its own name because there are two vowels walking with the first one talking, they will write "YES" after the number of the word. A "NO" should be written if the word does **not** contain a long vowel sound or if it does contain a long vowel sound, but the Double Vowel Rule in action is **not** the reason.

1. tail	6. hair	11. plank	16. leader
2. design	7. float	12. heel	17. mail
3. leave	8. male	13. couch	18. fuse
4. like	9. book	14. station	19. applaude
5. tale	10. reach	15. beat	20. praise

Answers: *1) yes, 2) no, 3) yes, 4) no, 5) no, 6) yes, 7) yes, 8) no, 9) no, 10) yes, 11) no, 12) yes, 13) no, 14) no, 15) yes, 16) yes, 17) yes, 18) no, 19) no, 20) yes.*
Note: 1 & 5 and 8 & 17 are homonyms. 12 and 15 have homonyms not listed here.

2. DOUBLE VOWEL RULE QUIZ: Administer the quiz on the bottom of page 10 in the *Formula Phonics Reading Book*. DIRECTIONS CAN BE FOUND ON PAGE 51 OF *FORMULA PHONICS*.

(A) M$\overline{O}$✗T (B) NEVER (C) B$\overline{E}$✗D

1. GOAT	6. HEAP	11. SNAKES	16. EAT	21. NEAR
2. RIDE	7. MAIL	12. WAIT	17. MOAN	22. JAIL
3. PEACH	8. LEVEL	13. OAT	18. VISE	23. DEEP
4. RAIL	9. SEE	14. ROAD	19. VAIN	24. BOAT
5. SEEN	10. AIM	15. FEEL	20. SPOKE	25. AIL

Teacher Information and Notes

Copy this material on the board **before** viewing this segment.

Teacher Information and Notes

A "sight word" is a word which a pupil is able to identify on any exposure. Pupils build a sight vocabulary during the act of reading and usually convert words they must originally attack into sight words after two or three exposures.

Have your students move their attention to the top of page 11.

Copy this material on the board **before** viewing this segment.

An easy way to convert these words to sight words is by making a little set of flash cards for use with your students.

Silent E Rules

VII. SEGMENT SEVEN: TAPE EIGHT (2 minutes, 50 seconds)

START TAPE: *The second of the Golden Rules is so important that . . .*

STOP TAPE: *Notice how the pals SH and TH really make these last two words into two-letter words.*

VOCABULARY AND CONCEPTS

1. The Second Golden Rule of Reading is really a group of rules which, when taken together, are called "The Silent E Rules."
2. The first of the Silent E Rules states:
   AN E AT THE END OF **ANY WORD**
   YOU MUST SOUND OUT IS SILENT.
3. This rule *presupposes* that two-letter and two-sound words ending in E are sight words.
   BE HE ME WE SHE THE

ESSENTIAL TAPE ACTIVITIES

1. On page 11 of the *Formula Phonics Reading Book* find B I T and place the number three (3) in both squares.

BIT ☐ LETTERS ☐ SOUNDS

2. Listen to the video teacher pronounce BIT and place a rocker over the I to indicate that it takes its short sound.
3. FIND B I T ___. Place an E on the dash.

BIT_

4. Write a number four (4) in the "letters" square and a number three (3) in the "sounds" square. (The E is silent.)

BITE ☐ LETTERS ☐ SOUNDS

CONTINGENCY ACTIVITIES

1. TWO LETTER AND TWO SOUND WORDS ENDING IN E: The following words should be sight words for your students. Practice them until they are.

BE HE ME WE SHE THE

Silent E Rules

VIII. SEGMENT EIGHT: TAPE EIGHT (3 minutes, 52 seconds)

START TAPE: *Now that we know that the E at the end of any word is silent . . .*

STOP TAPE: *Please give your attention to the screen.*

VOCABULARY AND CONCEPTS

1. Always spell words using the fewest possible letters.
2. An E at the end of any word may jump a single consonant and make the next vowel over say its own name.
3. In spelling a K sound, always use the letter C unless you **must** use a letter K.
4. There is almost always a *logical explanation* for the spelling of any English word.

ESSENTIAL TAPE ACTIVITIES

1. Mark out the silent E and put a straight line over the I in the word BITE which comes before the two squares (B $\bar{I}$ T ~~E~~).

BITE ☐ LETTERS ☐ SOUNDS

2. HAVE STUDENTS PUT DOWN PENCILS AND WATCH THE REMAINDER OF THIS SEGMENT WITHOUT MARKING THE WORDS AFTER THEY HAVE MARKED "BITE."

CONTINGENCY ACTIVITIES

1. MARKING SILENT E RULE WORDS, PAGE 11, *FORMULA PHONICS READING BOOK:* Your students should have watched carefully as the video teacher marked the following words. They should now mark the words in their books as you repeat the material presented on the tape in order to reinforce its content.

BITE APE SCENE SPOKE USE

A. BITE–B$\bar{I}$T~~E~~ E at the end of a word is silent (~~E~~). It can jump over one consonant (T) to land on a single vowel (I) and make that vowel say its own name ($\bar{I}$). Both B and T are friendly exploding letters.

B. APE–$\bar{A}$P~~E~~ E at the end of a word is silent (~~E~~). It can jump over a single consonant (P) to land on a single vowel (A) and make that vowel say its own name ($\bar{A}$). P is a friendly exploding consonant.

Teacher Information and Notes

Letter K is treated in an earlier tape and in Lesson Twenty of the *Formula Phonics Spelling Book*.

This behavior is done off camera on the tape. You should emphasize that the word to be marked is found before the last set of squares.

Copy all of this material on the board **before** viewing this segment.

Because the material comes so fast from this point on in Segment Eight, it is better to have E.S.L. students watch the screen and then follow your directions after the tape has stopped.

This exercise will help prepare your students to mark words when they apply the Formula during word attack episodes.

Teacher Information and Notes

C. SCENE–SCĒNE C is a thief which must take the S sound because there is an E after it. This C then becomes silent since it is in effect the second letter of a double consonant. (SC). E at the end of a word is silent (E). It can jump over a single consonant (N) and land on a single vowel (Ē) and make that vowel say its own name (Ē). The homonym for "scene" is "seen."

D. SPOKE–SPŌKE E at the end of a word is silent (E). It jumps over the single consonant (K) and lands on the single vowel (O) making that vowel say its own name (Ō). Note that K–not C–is used to make the K sound since a C in that position would make an S sound. "Spoke" is the past tense of "speak." As a homonym, "spoke" is also a bar from the center of a wheel to the rim.

E. USE–ŪSE The final E is silent (E) and jumps over the single consonant (S) to make the single vowel (U) say its own name (Ū). Note pronunciation depends on usage: (ŪZ)–verb and (ŪS)–noun.

The Double Consonant Rule

IX. SEGMENT NINE: TAPE EIGHT (1 minute, 31 seconds)

START TAPE: *Here is a made up word.*

STOP TAPE: *They belong to you completely.*

The only persons who have difficulty accepting that *bitte* is a "made up" word in English are those who speak German. It is used here and called a "made up" word because it follows naturally the use of the words "bit" and "bite."

Your pupils may have already discovered this Double Consonant Rule in one of the earlier Contingency Activities. This is an important rule for your E.S.L. students to learn because the elimination of second consonants makes blending less difficult.

Copy this material on the board **before** viewing this segment.

VOCABULARY AND CONCEPTS

1. *Made up word*
2. Double Consonant Rule:

   WHENEVER YOU HAVE A DOUBLE CONSONANT, THE SECOND ONE IS SILENT
3. The Double Consonant Rule completes the information about consonants needed to successfully attack words.

ESSENTIAL TAPE ACTIVITIES

Follow the video teacher's directions and mark out the second consonant in each set of double consonants on page 11.

BITTE LL BB SS RR KK

Silent E Activities

X. SEGMENT TEN: TAPE EIGHT (3 minutes, 10 seconds)

START TAPE: *Let's get back to this made up word.*

STOP TAPE: End of programming session.

VOCABULARY AND CONCEPTS

1. The second of the Silent E Rules states:

   AN E AT THE END OF A WORD MAY JUMP AND MAKE THE NEXT VOWEL OVER SAY ITS OWN NAME.

2. Double consonants often *protect* vowels.

ESSENTIAL TAPE ACTIVITIES

1. Mark out the silent letters in B I T T E and place a rocker over the I because "we always assume a vowel is short." (B $\breve{I}$ T T ~~E~~)

   BITTE LL BB SS RR KK

2. Study and mark with the video teacher the four numbered words.

   1. HEAPE
   2. TRAVEL
   3. BOTTLE
   4. DODGE

CONTINGENCY ACTIVITIES

PLACE PAGE

1. MARKING PLACE AND PAGE:

   A. PLACE–(PL $\bar{A}$ C ~~E~~) Note the E at the end of the word is silent and it performs two functions. It makes the A say its own name, and it makes the C take an S sound because E follows C.

   B. PAGE–(P $\bar{A}$ G ~~E~~) Note the E at the end of the word is silent and it performs two functions. It makes the A say its own name, and it allows the G to take the J sound because E follows G.

2. MARKING VOWELS AND SILENT LETTERS: Have your students copy the following words from the board. Ask them to mark each vowel with either a straight line, a rocker, or a silencer. Have them mark out other silent letters and consonants which change their sounds. They must be ready to give you a reason for each mark.

Teacher Information and Notes

Emphasize that the letter E may jump only when it is the **last** letter in a word.

Copy all of this material on the board **before** viewing this segment if it is not already there.

Notice the stress placed on students being able to provide a rationale for the placement of Formula Phonics marks.

1. settle 2. dome 3. joggle 4. lapse 5. stance

Answers:

1. SETTLE–(SĔT/LĒ) Always assume a vowel is short (Ĕ). Double Consonant Rule (/). E at the end of a word is silent and its purpose here is to provide the second syllable with a vowel.
2. DOME–(DŌMĒ) E at the end is silent and jumps over the single consonant to make the O say its own name.
3. JOGGLE–(JŎG/LĒ) The E is silent. Its purpose is to give the second syllable a vowel. O is short because we always assume a vowel is short. The G makes its own sound because it is not followed by E, I, or Y. The second G is silent because of the Double Consonant Rule.
4. BUCKET–(BŬCK/ĔT) U and E are short because we always assume a vowel is short. The first C takes the K sound because it is not followed by E, I, or Y. The K is silent due to the Double Consonant Rule. It is there to protect the C.
5. STANCE–(STĂNCĒ) A is short because we always assume a vowel is short. The E is silent but causes the C to make the S sound because S is followed by E.

Lesson Plan—Tape Nine: More About Silent E, and A Vowel Says What It Must to Make Sense

REVIEW: Before they watch Tape Nine, your pupils should watch Tape Eight with no stops. Probe to determine how well the group understands the First and Second Golden Rules of Reading. Your classes should understand that because of the pals, the Double Vowel and Silent E Rules, which are highly mechanical in application, provide a high degree of reliability in decoding English words.

INTRODUCTION: Tape Nine, and later Tape Ten, deals with the most complex aspect in the decoding of the English written language. That is, the way in which suffixes are added to or removed from base words. Explain that Tape Nine will contain considerable new vocabulary and that some of it may be hard to follow. Assure students that you will take as long as is needed to process each segment.

E as "The Queen of Letters"

I. SEGMENT ONE: TAPE NINE (1 minute, 13 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *. . . that the E could make this G take the J sound and say "J."*

VOCABULARY AND CONCEPTS

1. E is the "queen of letters." Of every 1,000 letters used in English writing, 114 are E's.
2. Review of functions previously studied:
   A. An E at the end of a word may jump over a single consonant and make the next vowel over say its own name.
   B. An E **will** change a C to an S.
   C. An E **may** change a G to a J.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

CONTINGENCY ACTIVITIES

SILENT E QUIZ, PAGE 12, *FORMULA PHONICS READING BOOK:* You might prefer to administer this quiz for a review at this point rather than wait until the end of Tape Nine as the

Teacher Information and Notes

To prepare for showing Tape Nine to your E.S.L. pupils, you should make certain that you understand the mechanics of dealing with suffixes in English spelling. Review your notes from your previous watching of this tape (and Tape Ten as well) and review what is written about suffixes in the *Formula Phonics Spelling Book*. You will note that the remaining tapes are far more verbal than are the previous tapes. Because of this you should take careful note of the many words and ideas which are found in the "Vocabulary and Concepts" sections of the Lesson Plans. In some instances it will be desirable to input and process certain of these words and ideas **before** your students watch a particular segment.

Because the Third Golden Rule of Reading is introduced during the last segments of this tape, you should have a clear understanding of how you are going to process the twin concepts of "cycling" and "closure" with your group. Keep in mind that your goal does not lie in teaching your E.S.L. pupils the two step process of translation. Rather, you want to give them a total capability in English. This will include the incorporation of new English vocabulary and language usage and the capacity to tap (convert) existing vocabulary, knowledge, and thought processes which were earlier available only in the native language. This process will mature as your students become able to "cycle" words to help effect closure.

Vocabulary and Concepts Number 1
There is every justification for your taking a good deal of time to treat with the letter E. After all, when you are working in the areas of word attack and spelling, at least one tenth of your work will be concerned with this letter.

Teacher Information and Notes

If you choose to give the Silent E Quiz at this point, be sure to stress the power of this truly fantastic letter. Notice how it does double duty in these words:

1. NICE 10. TWICE 11. WAGE
14. MICE 18. DICE 19. RAGE

Whenever you give the Quiz, be sure to process each of the twenty words. You might wish to start a **basic dialog** by discussing the synonyms 12. SCENE and SEEN or the changing of the plural 14. MICE to the singular MOUSE. You might wish to lead a **maieutic dialog** concerning a word such as 7. PEACE, 15. FORCE, or 19. RAGE. You could even use one of those words to "key" a question which initiates a **Socratic dialog.**

Prefixes are not considered during the early stages of Formula Phonics programs. One reason is that numbers of words start with combinations of letters which appear to be a prefix but are not. Thus, if pupils were taught that the combination UN was a prefix, its removal would aid in an attack on UNHAPPY but would destroy any possibility of closing on words such as UNANIMOUS, UNITE, OR UNIFORM. Of even greater moment is the fact that in removing a prefix one destroys most of the value which results from cycling a word back into a sentence or a phrase. It should be noted that cycling blends both the contextual and phonetic information so that the brain is looking for a word which fits the need of the sentence and **which starts with the same sounds found at the beginning of the word being decoded.** Thus, in removing a prefix, the student is usually denied the very phonetic information which would ordinarily serve to effect closure.

Copy this material on the board **before** viewing this segment.

teacher's manual, *Formula Phonics,* suggests. The directions for administering this quiz are on page 55 of *Formula Phonics* and the answers are on page 56. Go over these directions at the board with your group. Depending upon your group's facility with English, you might wish to modify the giving of the quiz by:

A. Pronouncing each word for the group and waiting a sufficient time for the letters to be marked.

B. Dividing the quiz into two parts and correcting and discussing 1 through 10 before going on to 11 through 20.

SILENT E QUIZ

(A) BĪTE	(B) CHARGE	(C) PLACE	(D) BOTTLE
1. NICE	6. URGE	11. WAGE	16. RATE
2. BLADE	7. PEACE	12. SCENE	17. EDGE
3. THROTTLE	8. WHALE	13. HANDLE	18. DICE
4. LARGE	9. PIKE	14. MICE	19. RAGE
5. USE	10. TWICE	15. FORCE	20. SLUDGE

E and Suffixes

II. **SEGMENT TWO: TAPE NINE** (1 minute, 57 seconds)

START TAPE: *However, you have only just begun to learn about the power of this letter.*

STOP TAPE: *Because every time you add an ED or an ING ending to HOP it changes to HOPED or HOPING.*

VOCABULARY AND CONCEPTS

1. *HOP* *HOPPING* *HOPPED*
2. *HOPE* *HOPING* *HOPED*
3. The pal used to change HOP to HOPPING is the *suffix* ING.
4. The past tense suffix is **ED**.
5. It seems impossible to change HOP to HOPPING or HOPPED merely by adding a suffix.

ESSENTIAL TAPE ACTIVITIES

1. Open *Formula Phonics Reading Books* to page 12.
2. Use words on page 12 for reference.

1. HOP
2. HOPING
3. HOPED

CONTINGENCY ACTIVITIES

1. SUFFIXES: Can your students describe suffixes found in their other languages and the functions of these suffixes? The suffixes S and ES used to form the majority of English plurals should be compared as should the ED and ING suffixes.
2. VERB TENSE: Since the suffixes ED and ING are described in terms of verb tense on this tape segment, you should verify that your pupils understand this is one way in English by which verbs denote time of action.
3. PROCESSING HOP, HOPPING, HOPPED:
   A. Definition: The most common meaning for "to hop" is "to move by quick leaping actions."
   B. Marking up: H O P H O P P I N G H O P P E D
   C. Use: Choose the correct forms to fill in the spaces:
      1. The boy is (hop, hopping, hopped) _____ on one foot.
      2. Does the boy (hop, hopping, hopped) _____ on one foot.
      3. Yesterday the boy (hop, hopping, hopped) _____ on one foot.

   Answers: 1) hopping, 2) hop, 3) hopped

Teacher Information and Notes

These particular Contingency Activities will help to fund your pupils with certain of the specific information they will need to process what it is they are reading in the English language. The *Formula Phonics Spelling Book* is filled with similar exercises. (See Lessons Nine and Thirteen.)

E and Suffixes

III. SEGMENT THREE: TAPE NINE (1 minute)

START TAPE: *Let's look at the word which is causing all the trouble: HOPE.*

STOP TAPE: *How's this for power?*

Your discussion following Segment One will have prepared the group to appreciate this power of letter E. By "setting up" your pupils for that which is yet to appear on a tape, you tend to build their self-confidence.

VOCABULARY AND CONCEPTS

1. To change HOPE to HOPING you must take off the E and then add ING.
2. The O in HOPE says its own name because the E jumps over the single consonant P and lands on the single vowel which precedes the P.
3. The O in HOPING says its own name because the E that was there before the suffix was added is so powerful that it can still make the O say its own name.

While the particular suffix exercises occur in isolated words during Tape Nine, in application a suffix removal is performed on words which have been found in the natural setting of a sentence. Teach your E.S.L. pupils that in English every sentence makes demands on each of the words which make it up. Thus, paying attention to the sense of a sentence will usually tell you not only whether or not a particular word must carry a suffix, but the letters in that suffix as well. Here is another reason why Formula Phonics teachers place such great stress on cycling words into sentences.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

4. HOPE HOPING

Copy this material on the board **before** viewing this segment.

CONTINGENCY ACTIVITIES

ADDING ED AND ING TO WORDS ENDING IN E: Write the following list of words on the board. (These words are taken from previous exercises in the *Formula Phonics Reading Book.)*

1. BAKE
2. JOKE
3. DODGE
4. ICE
5. PLEASE

Ask one student to come to the board and beside number 1, BAKE, write BAKING. If he has spelled BAKING correctly, ask him to explain what he did and why. (He dropped the final E before adding the suffix beginning with a vowel so that he wouldn't have a double vowel.) If he does not spell BAKING correctly, or if he cannot explain what he has done, ask others from the group to assist. Next call on another student to write BAKED beside BAKING. Again ask for an explanation. Do the same with the other four words.

Answers:

1. BAKE	*BAKING*	*BAKED*
2. JOKE	*JOKING*	*JOKED*
3. DODGE	*DODGING*	*DODGED*
4. ICE	*ICING*	*ICED*
5. PLEASE	*PLEASING*	*PLEASED*

E and Suffixes

IV. SEGMENT FOUR: TAPE NINE (32 seconds)

START TAPE: *Let me show you why we drop the silent E from a word.*

STOP TAPE: *Instead of HOPING we'd end up with HOPEING.*

VOCABULARY AND CONCEPTS

If we merely added an ING suffix to HOPE, we would not end up with HOPING. Instead we would end up with HOPEING.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

5. HOPEING

CONTINGENCY ACTIVITIES

EXPLAINING HOPE/NG: Write HOPE/NG on the board and discuss the mark up at a slower pace than the video tape allows:

- O – always assume a vowel is short
- E – two vowels walking, the first one does the talking
- / – two vowels walking, the second is silent

E and Suffixes

V. SEGMENT FIVE: TAPE NINE (55 seconds)

START TAPE: *Let's start with HOPE again and shoot for HOPED.*

STOP TAPE: *There is no such thing as a D ending. It is always ED.*

VOCABULARY AND CONCEPTS

1. If we merely added ED to HOPE, we would not end up with HOPED. We would end up with HOPE/D.
2. When adding the suffix ED to a word ending in an E, for convenience, we merely write the D.
3. Do know, however, that the ending is ED, not just D.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

6. HOPE HOPED HOPEED

CONTINGENCY ACTIVITIES

EXPLAINING HOPE/D: Write HOPE/D on the board and discuss the mark up at a slower pace than the video tape allows:

- O – always assume a vowel is short
- E – two vowels walking, the first one does the talking
- / – two vowels walking, the second one is silent

Removing Suffixes

VI. SEGMENT SIX: TAPE NINE (54 seconds)

START TAPE: *Knowing this will help you a great deal when you are using the Formula in your Dialog Group.*

STOP TAPE: *Even if you don't know a word after you have taken off its suffix, it will still be easier to attack.*

Teacher Information and Notes

Have your board set up for this Contingency Activity **before** showing Segment Five.

This particular segment shows rather graphically why one may suggest that decoding English writing is really spelling backwards.

Have your board set up for this Contingency Activity **before** showing Segment Five.

Teacher Information and Notes

Plan a careful discussion with your group concerning this first step of the Formula. You might suggest that the suffix mark is shaped like a person's thumb because after a little while the thumb is used to cover a suffix rather than having to rewrite the word and then use the mark. There are a number of reasons for removing suffixes:

1. Removal may reveal a root or base word which the student knows at sight.
2. Removal of even a single letter makes a word under attack less formidable.
3. Removal of a suffix will many times free a silent E to work on a C or a G or to jump to the next vowel over.

A major reason for teaching suffix removal to E.S.L. pupils is because of the three sounds which the ED ending may take in English. When the suffix is not removed, such students will often blend right through the end of a word and come up with the two syllable PLAY ED or STOP ED. In such cases closure cannot take place until after the suffix is separated from the base word. Therefore, it might as well have been removed in the first place. With the base word identified, cycling will create a demand for the correct sound for the ED ending when it is reattached. This, of course, is another product of closure.

Contingency Activity

Remember that a major goal of every Formula Phonics instructor is to teach his pupils to be word technicians.

Segment Seven

Vocabulary and Concepts Number 1

In this segment the video teacher intentionally speaks the rule concerning doubling of final consonants as quickly as possible. In another segment the rule is spoken at a much slower rate. Your students should know that this important rule, if it is learned at all by native speakers of English, is often learned by rote with no understanding of the process involved. Formula Phonics word technicians, on the other hand, both learn the rule and know why it works the way it does.

VOCABULARY AND CONCEPTS

1. The first step in the Formula calls for removing the suffix.
2. A suffix is something added to the **end** of a *root* or *base word*.
3. The Formula Phonics suffix marks looks like this ⊂.
4. Removing a suffix as a part of the decoding process makes a word easier to attack.

ESSENTIAL TAPE ACTIVITIES

Watch the video teacher use the suffix mark to remove suffixes.

CONTINGENCY ACTIVITIES

REMOVING SUFFIXES: Write the following words on the board. (These words have been taken from previous exercises in the *Formula Phonics Reading Book* with some suffixes added.) Pronounce the word. Call on different students to come to the board, write the base word (the word without the suffix), and pronounce this base word correctly.

A. titled	F. joined
B. stepped	G. helper
C. letters	H. stripping
D. baking	I. riding
E. peaches	J. stopped

Answers:

A. title	*F. join*
B. step	*G. help*
C. letter	*H. strip*
D. bake	*I. ride*
E. peach	*J. stop*

Doubling Final Consonants

VII. SEGMENT SEVEN: TAPE NINE (1 minute, 43 seconds)

START TAPE: *For this to work best, however . . .*

STOP TAPE: *. . . and why in the world have a rule like this in the first place?*

VOCABULARY AND CONCEPTS

1. *Doubling the final consonant*
2. To attach a suffix which starts with a vowel to a word ending in a single consonant preceded by a single vowel, double the final consonant before you add the suffix.

ESSENTIAL TAPE ACTIVITIES

On page 12 of the patterning book fill in the blanks for HOP__ING and HOP__ED on line seven according to the video teacher's directions.

7. HOP__ING HOP__ED

Teacher Information and Notes

Copy this material on the board **before** viewing this segment.

The Power of Letter E

VIII. SEGMENT EIGHT: TAPE NINE (1 minute, 37 seconds)

START TAPE: *Here is a word which ends in the consonant P.*

STOP TAPE: *We must protect against it by doubling the final consonant.*

VOCABULARY AND CONCEPTS

1. *Preceded*
2. One should understand the reason for doubling the final consonant in certain words.
3. The letter E has unbelievably great power in English spelling.

Letter E's ultimate power is finally shown in this segment.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

CONTINGENCY ACTIVITIES

REVIEWING PAGE 12 WORDS: Check to make certain your students can pronounce and use the various forms of HOP and HOPE found on page 12 of the *Formula Phonics Reading Book*. These words are:

1. HOP
2. HOPING
3. HOPED
4. HOPE HOPING
6. HOPE HOPED
7. HOPPING HOPPED

Doubling Final Consonants

IX. SEGMENT NINE: TAPE NINE (1 minute, 34 seconds)

START TAPE: (RULE) *To attach a suffix which starts with a vowel . . .*

STOP TAPE: *Now please return your attention to the screen.*

Before you start this segment, explain that the rule about doubling final consonants is stated here at a much slower pace than in Segment Seven.

Teacher Information and Notes

In the early stages of the program you can use either EXPLAIN or DEFEND when you are asking why a pupil has suggested a certain marking of a word.

Copy this material on the board **before** viewing this segment.

Be sure to plan to use this Contingency Activity with your group. Remember that you are processing English language usage and that you should employ the resources of the entire group. For instance, you might involve a student who is shy or not very verbal by asking him to explain the actions of another student: *Look at the way Pete has marked this word. Bob, will you tell us whether or not Pete's word is correctly marked and then why he is right or wrong? Mary, which rule did Frank use in marking his word?*

VOCABULARY AND CONCEPTS

1. *Goody*
2. The final consonant is not doubled when there is no vowel to protect.
3. Before doubling a final consonant always ask, "What am I trying to protect?"

ESSENTIAL TAPE ACTIVITIES

Follow the video teacher's explanation and directions for marking the words CLEAN__ING and CLEAN__ED page 12, line 8.

8. CLEAN__ING CLEAN__ED

CONTINGENCY ACTIVITIES

ADDING SUFFIXES: Ask your students to turn to page 9 in their *Formula Phonics Reading Books* and to copy words 1 through 15 at the bottom of the page on their paper. If the word can add the ED suffix or the ING suffix, or both, those forms should be written beside the word. If neither suffix can be added to make a correct English word, nothing will be written beside the first word. Pupils must be prepared to tell you why some letters were omitted and why some consonants were doubled in forming the derived words.

Answers:

1. *eat — eating*
   The suffix is merely added. The consonant does not have to be doubled because the A does not need to be protected. Note that "ate" is the past form of "eat."
2. *odd*
3. *make — making*
   The E is dropped before the suffix is added so that two vowels (E and I) will not be side by side. "Made" is the past form of "make."
4. *bite — biting*
   The E is dropped before the suffix is added so that two vowels (E and I) will not be side by side. "Bit" is the past form of "bite."
5. *use — using — used*
   The E is dropped in both cases before suffixes beginning with vowels are added in order to avoid two vowels side by side.
6. *that*
7. *bed — bedding — bedded*
   The final consonant is doubled in both cases to protect the E from an E which was never there.

8. *mold — molding — molded*
Suffixes are merely added since the O needs no protection.
9. *fun*
10. *bit — bitting — bitted (meaning to put a bridle or bit on an animal) The final suffix is doubled to protect the I from an E which is not there.*
11. *ice — icing — iced*
The E is dropped in both cases before suffixes beginning with vowels are added in order to avoid two vowels side by side.
12. *whale — whaling — whaled*
The E is dropped to avoid two vowels side by side.
13. *pat — patting — patted*
The final suffix is doubled to protect the A from an E which is not there.
14. *thud — thudding — thudded*
The final suffix is doubled to protect the U from an E which is not there.
15. *bead — beading — beaded*
Suffixes are merely added. A cannot be touched and E doesn't need protecting.

Review of First Two Vowel Rules

X. **SEGMENT TEN: TAPE NINE** (1 minute, 25 seconds)

START TAPE: *You are now one step away from final control of the vowels.*

STOP TAPE: *. . . is to cheat all the members from the learning that word could teach.*

VOCABULARY AND CONCEPTS

1. *Controlling your own destiny*
2. *Ultimate pay-off*
3. The Double Vowel and Silent E Rules **almost always** provide a pay-off when used in attacking unknown words.
4. It is essential that words under attack be cycled back into the sentence.
5. The basic law of the Dialog Group is that NO ONE EVER CALLS OUT A WORD.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

Teacher Information and Notes

Vocabulary and Concepts Number 5
Because of the pleasure associated with making new discoveries, E.S.L. pupils sometimes have to be cautioned about not calling out answers or words. Calling out may also be a problem in groups where there are marked differences between the ability of English language levels of the students. With older students not only does calling out destroy learning situations, it also tends to discourage the less able or shy pupil.

Teacher Information and Notes

Before they watch this segment, have your pupils direct their attention to the top of page 13 in their programming books.

Vocabulary and Concepts Number 1
This is a most important concept for the teacher to remember. NO ONE PICKS UP A BOOK TO SOUND OUT THE WORDS IT CONTAINS, AND NO ONE PICKS UP A BOOK TO DEFINE THE WORDS IT CONTAINS. PEOPLE PICK UP BOOKS TO READ THEM AND FIND OUT WHAT IT IS THE AUTHOR HAS TO SAY. Thus, your major concern must finally be with **what** your students are reading rather than **how** they are reading.

Vocabulary and Concepts Number 3
This segment will show your pupils how to use three essential tools which are used in Formula Phonics word attack episodes. First, the manner in which a reader accumulates sounds as he attacks a word. Second, the cycling of a word which has been sounded out **back** into the sentence where it occurred to test its agreement. Third, the use of the Third Rule to attack the vowels in a word which has been rejected as unacceptable. This particular segment and the one which follows (Twelve) are so important as models that you may choose to play them more than once. You might also consider playing these segments for your group after the reading process starts.

Copy the material on the board **before** viewing this segment.

A Vowel Says What It Must to Make Sense

XI. SEGMENT ELEVEN: TAPE NINE (2 minutes, 27 seconds)

START TAPE: *Imagine now that you don't know this word.*

STOP TAPE: *You are always the final judge when you use Formula Phonics word attack rules.*

VOCABULARY AND CONCEPTS

1. Sounding out a word isn't reading.
2. *Close*
3. Third Golden Rule of Reading:
   A VOWEL SAYS WHAT IT MUST TO MAKE SENSE.
4. A word under attack must make sense (fit in logically) in the sentence where it appears.
5. If, after decoding, a word does not agree with the sense of the sentence where it appears, that word should be attacked at the vowels.

ESSENTIAL TAPE ACTIVITIES

1. Note the video teacher accumulating sounds from left to right when attacking the word GOLD.
2. Note the video teacher cycling the word GOLD into the sentence.
3. Draw a straight line over the letter O in the word GOLD on page 13.

1. GOLD
My bracelet is made of shiny GOLD.

CONTINGENCY ACTIVITIES

PROCESSING "MY BRACELET IS MADE OF SHINY GOLD":

My	—	sight word
bracelet	—	a band or chain worn for ornament. From "brace" (that which ties or binds). Hence, the A says its own name because the E jumps over (B R $\bar{A}$ ~~C~~ ~~E~~). "–let" is a noun suffix having a diminutive force.
is	—	sight word
made	—	M $\bar{A}$ D ~~E~~ (Silent E Rule)
of	—	sight word
shiny	—	adjective formed from SHINE. Hence, the I says its own name because of the E at the end of the word (S H $\bar{I}$ N ~~E~~).
gold	—	discussed in this tape G $\bar{O}$ L D. A vowel says what it must to make sense.

Practice with Vowel Rules

XII. SEGMENT TWELVE: TAPE NINE (3 minutes, 52 seconds)

START TAPE: *Look at word Number Two.*

STOP TAPE: *Please return your attention to the screen.*

VOCABULARY AND CONCEPTS

1. The Silent E Rule is first used to attack the word GONE, but it is discovered that the Third Rule of Reading is more powerful than the Silent E Rule.
2. The Double Vowel Rule is first used to attack the word BREAD, but it is discovered that the Third Rule of Reading is more powerful than the Double Vowel Rule.
3. Pupils are taught to *play the percentages* and try the obvious rule first because the *odds* are about *nine to one in favor of that rule paying off.*
4. *Closure* and *probability* work to *load the dice* to provide a pupil with the correct pronunciation of a word which is being attacked.
5. To have **heard** the needed word is usually all that is needed to make the Third Rule of Reading work because the brain will then substitute the correct pronunciation.
6. The Double Vowel Rule is first used to attack the word GREAT, but it is discovered that vowels are **never** backwards in English and the Third Rule of Reading is powerful enough to cause a vowel to say another vowel's sound.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher. Pay special attention to the accumulation of sounds and the cycling of words into sentences.

2. GONE
He has GONE to the beach.

3. BREAD
A sandwich is made with two pieces of BREAD.

4. GREAT
We had a GREAT time at the beach.

CONTINGENCY ACTIVITIES

1. VOCABULARY EXERCISE: The words "breed" and "greet" which are mentioned in this tape segment might not be part of your students' vocabulary. Show the close similarity in

Teacher Information and Notes

This is a very long segment for your pupils to watch. To help prepare them for the material it will present, you should place the words GONE, BREAD, and GREAT on the board and discuss their meanings **before** showing the tape. When you work with BREAD, also treat with BREED. And when you work with GREAT, you should also work with GREET. You will find a suitable vocabulary exercise for this purpose as the first Contingency Activity.

While it is accepted that VOWELS ARE NEVER BACKWARDS IN ENGLISH, this statement is not always true with regard to names of particular persons or places. Your pupils should know that in the English spelling of names, "anything goes" as far as vowels are concerned, with proper names not always following phonetic rules. Hence, in attacking unknown names, the safest strategy is to follow the rules and then try the name which sounds best to your ears.

spelling "bread" and "breed" and "great" and "greet" and discuss the widely different meanings:

bread — food made with flour or meal and liquid and baked

breed — to produce young

great — big

greet — to address in welcome

2. PROVING A VOWEL SAYS ITS OWN NAME: Write the following list of words on the board. Point at the word, say it with its standard English pronunciation, and ask why the vowel which says its own name in the word is doing so. Your students can answer: (1) The Double Vowel Rule (two vowels walking) or (2) The Silent E Rule (E jumping over) or (3) A vowel says what it must to make sense.

a. peach *The Double Vowel Rule*

b. table *A vowel says what it must to make sense*

c. nice *Silent E Rule*

d. aim *Double Vowel Rule*

e. old *A vowel says what it must to make sense*

f. peace *Double Vowel Rule*

g. fuse *Silent E Rule*

h. steel *Double Vowel Rule*

i. goat *Double Vowel Rule*

j. child *A vowel says what it must to make sense*

k. bite *Silent E Rule*

l. blade *Silent E Rule*

m. hoping *Silent E Rule*

n. mold *A vowel says what it must to make sense*

Laws and Rules I Have to Know

XIII. SEGMENT THIRTEEN: TAPE NINE (1 minute, 53 seconds)

START TAPE: *At this point it may appear to you that English spelling is haphazard.*

STOP TAPE: End of programming session.

VOCABULARY AND CONCEPTS

1. *Haphazard*
2. English spelling will be a matter for discussion in the Dialog Group.
3. Assess the spelling of English words by asking:
   A. What is a better way to spell the word?
   B. Why isn't it spelled that way?
4. LAWS AND RULES I HAVE TO KNOW

First Law: Every word must contain a vowel; every syllable in every word must contain a vowel, but the vowel need not sound out.

Second Law: We always assume a vowel is short.

First Rule: The Double Vowel Rule:
When two vowels go walking,
The first one does the talking.

Second Rule: The Silent E Rule:
If an E at the end of a word is silent, the next vowel over may say its own name.

Third Rule: A vowel says what it must to make sense.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher as "Laws and Rules I Have to Know" are reviewed.

CONTINGENCY ACTIVITIES

TEST 2, PAGE 14, *FORMULA PHONICS READING BOOK:* Directions and answers for Test 2 are on pages 57 and 58 of *Formula Phonics.* Marking the vowels correctly will most likely be less of a problem for your pupils than writing in the number for proof of a long vowel. Tell your students that they can look back to page 13 and see that the first rule is the Double Vowel Rule and that is why a number 1 is used when that is their proof. The second rule is the Silent E Rule and that is why a number 2 is used when that is the proof. The third rule is the rule which says "a vowel says what it must to make sense" and that is why a number 3 is used for that proof. After you have gone over the four example words, *met, bead, kite,* and *bold,* have your pupils do 1 through 10. Then stop, correct, and discuss. Do the remaining 30 words in groups of 10 also. Answers are found on page 58 of *Formula Phonics.*

Teacher Information and Notes

These spelling procedures are highlighted throughout the *Formula Phonics Spelling Book.*

As with Test 1, you should use this instrument as an inputting and reinforcing tool.

Lesson Plan—Tape Ten: Pals and Blending, and The Formula

Teacher Information and Notes

It will help you to interpret Tape Ten to your students if you will study the notes you made for Tapes Nine and Ten when you watched them earlier. At this point you should be able to assess with some degree of accuracy how much of the Formula Phonics vocabulary and information your E.S.L. students are able to recall and utilize. Your notes from your first viewing of the tapes will give you a feel for the way in which native speakers of English are programmed with this essential information. How many of these strategies can you now utilize with your group and how many of them will you still have to modify to serve their special needs? Remember that at this point you are only two video tapes away from moving your class into an oral reading-discussion mode of instruction.

You will notice in Segment One a repeat of the message that in a Dialog Group no one calls out a word. As you can see, not only do the tapes pattern retrievable word attack information into a group, they pattern attitudes as well. These attitudes are as much available for your use in the dialog setting as are the specific word attack units.

Vocabulary and Concepts Number 3
Notice that not only pals, but Steps One through Four in the Formula, are intended to control these letters before Step Five is reached and the remaining vowels must be marked.

Vocabulary and Concepts Number 7
Because of the special nature of your students, more attention is paid to drill type exercises in these E.S.L. lesson plans than one would use with any group who already speaks English. Even so, you will note that most of the Contingency Activities in this book, as well as the activities in the *Formula Phonics Spelling Book*, are designed to reflect natural reading or discussion-learning situations.

Copy this material on the board **before** viewing this segment.

REVIEW: Tape Nine contains so much important information that you should discuss it with your group, show it to them with no stops, and then discuss it further before going on to Tape Ten. Later, as you watch Tape Ten, you will discover how much of the ground work for the introduction and study of the Formula is put down in Tape Nine.

INTRODUCTION: Your group should know that Tape Ten will teach them the remaining information they will need so they can start to read and dialog. They are to learn more about the Formula Phonics pals, blending and the accumulation of sounds, how to check words, and the Formula.

Pals

I. SEGMENT ONE: TAPE TEN (2 minutes, 49 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *However, any extra time you spend looking over these pals will make your learning in the Dialog Group that much faster.*

VOCABULARY AND CONCEPTS

1. *Unique*
2. A pal is a two, three, four, or five letter combination which almost always takes the same sound.
3. Underlining a pal which contains one or more vowels removes the need to mark the vowels with a diacritical mark.
4. Underlining pals in words "shortens" words.
5. *Appendix*
6. *Perforated*
7. Pals are not programmed (patterned by way of the video tapes) because they are learned during word attack episodes in the oral reading process of the Dialog Group.

ESSENTIAL TAPE ACTIVITIES

1. On page 15 of the student book underline the ING on line 1.
2. Write a letter F in the first space on line two and a letter L on the second space. Underline the ING pal.
3. Open student books to page 29 and find the appendix in which the pals are listed.

1. ING
2. __ __ ING

Blending

II. SEGMENT TWO: TAPE TEN (1 minute, 39 seconds)

START TAPE: *Now, let's put the three sounds F, L, and ING together.*

STOP TAPE: *Everything we have done in all of the previous programming sessions was planned to move you into a world where you could always say, "I read it."*

VOCABULARY AND CONCEPTS

1. Blending is the process of putting the sounds in a word together.
2. After you have sounded out a word, you should always ask, "Did I say it or did I read it?"
3. If you have **read** a word, you can tell what it means in the sentence.
4. If you have only **said** a word, you cannot tell what it means.
5. *Parrot*
6. *Isolation*

ESSENTIAL TAPE ACTIVITIES

1. Listen and follow along as the video teacher blends the three sounds in FLING.
2. Listen and follow along to see how the cycling of words takes place.

3. FLING

CONTINGENCY ACTIVITIES

BLENDING AND CYCLING: Tell your students that with enough practice it will become as easy to blend sounds and to cycle new words into sentences as it was to blend and cycle "fling." Reinforce these steps with the three words which follow (CLING, RINGING, SWING):

Step 1: Identify sounds
Step 2: Blend sounds, accumulating from left to right
Step 3: Pronounce word
Step 4: Cycle the word and read it in context
Step 5: Define the word according to its use in the sentence

Teacher Information and Notes

Segment One continued
Vocabulary and Concepts Number 7 continued
You will find that if you make an effective use of the wall charts during **every** word attack episode, your pupils will also learn their pals as a by-product of the total reading process. This is important because drilling on the pals in isolation offers few opportunities to provide meaningful rewards for your pupils. When a pal is discovered and used during a word attack episode, however, its learning is reinforced by both the system's external and internal reward system.

Segment Two
Vocabulary and Concepts Number 2
The requirement that a pupil determine whether he has "read" or "said" a word he has sounded out adds a second dimension to cycling. Until now cycling has been employed to help effect closure as it relates to achieving a correct pronunciation of a word under attack. Now, in cycling the word "fling" back into the sentence, "No one should fling rocks at kittens," the closure we look for lies in the domain of comprehension. In the hierarchy of responses which are required for the total reading process, comprehension is on a much higher order of intellectual attainment than is correctly calling the name of a word.

Copy this word on the board **before** viewing this segment.

You should plan to use all of the Contingency Activities which accompany Tape Ten. Together they are designed to begin closing the English language arts loop for your E.S.L. students. This E.S.L. Formula Phonics program provides the opportunity not only for you to teach students how to read, listen, and speak in English, but how to spell and write in English as well. Careful preparation during the video phase of the program will make it possible for you to treat the word attack episodes, which will occur later, as more than an exercise in decoding words. Instead, you will be able to turn each such occasion into a kind of

Teacher Information and Notes

laboratory experience where the group is called upon to consider every linguistic characteristic of the word.

Here are just a few of the questions you might ask about a word your group has just attacked:

1. Why is this word spelled this way?
2. What are other forms this word can take?
3. From which language was this word derived?
4. What does the root mean?
5. What other words do you know which come from this same root?
6. What do you need to remember so that you can always spell this word correctly?
7. How do you feel about this word?
8. Could the author have used a better word in this sentence?
9. Do you know a non-English word which expresses the idea better than the English word?
10. What is this word's relationship in the sentence?

A. CLING (CLING) The boat sank but the sailors were able to **cling** to a raft until help came.

Step 1: C takes the K sound; L is a friendly consonant, ING is a pal.
Step 2: Make the K sound; accumulate the K and L sounds; accumulate the K, L and ING sounds.
Step 3: The word is CLING.
Step 4: The boat sank but the sailors were able to **cling** to a raft until help came.
Step 5: "Cling" in this sentence means "to hold on to."

B. RINGING (RINGING) The bell will be **ringing** at the end of class.

Step 1: R is a friendly consonant; ING is a pal which occurs twice (once as a suffix).
Step 2: Make the R sound; accumulate the R and the ING sounds; accumulate the R, the ING, and the ING sounds.
Step 3: The word is RINGING.
Step 4: The bell will be **ringing** at the end of class.
Step 5: "Ringing" in this sentence means "to be sounding."

C. SWING (SWING) Do you **swing** your arms when you walk?

Step 1: S is a friendly consonant; W takes its consonant sound since it is the second letter in the word; ING is a pal.
Step 2: Make the S sound; accumulate the S and W sounds; accumulate the S, W, and ING sounds.
Step 3: The word is SWING.
Step 4: Do you **swing** your arms when you walk?
Step 5: "Swing" in this sentence means "to move back and forth."

Pals as Word Attack Units

III. **SEGMENT THREE: TAPE TEN** (1 minute, 18 seconds)

START TAPE: *Look at, but don't call out, the word on line four.*

STOP TAPE: *. . . and also cut down on the number of sounds you will need to blend.*

VOCABULARY AND CONCEPTS

When attacking words, knowing pals helps cut down on:
A. The number of times you must treat with vowels.
B. The number of sounds you will have to blend.

ESSENTIAL TAPE ACTIVITIES

1. Find the word REMEMBERING on line 4, page 15 in the student book.
2. Watch as the video teacher uses the suffix mark (⊂) and the pal mark (‿) to reduce the eleven letter word REMEMBERING to a six sound word with no vowels to consider.

4. REMEMBERING

CONTINGENCY ACTIVITIES

COMPARING THE NUMBER OF LETTERS AND THE NUMBER OF SOUNDS: "Remembering" is taught as an eleven letter word with only six sounds to recall. Looking at words in this fashion makes them less formidable to the emerging reader. This is also such an important step for the emerging speller to take, and it is Step Three of the Formula Phonics Spelling Formula (page vii, *Formula Phonics Spelling Book*, teacher's edition).

Ask your pupils to copy the following words on their paper. They should mark the suffix, the pals, and silent letters in each word. They should count the number of **letters** in each word and then count the number of **sounds.**

CHARMING	*CHARMING*	*8 letters*	*4 sounds*
STATIONING	*STATIONING*	*10 letters*	*4 sounds*
LIGHTENING*	*LIGHTENING*	*10 letters*	*5 sounds*
FOLLOWING	*FOLLOWING*	*9 letters*	*5 sounds*

*When processing "lightening," do not let pupils confuse it with "lightning."

Discussion and activities comparing numbers of letters and numbers of sounds can be found in the *Formula Phonics Spelling Book* on pages 1T, 3T, and 9T. On student pages 12, 18, 43, 59, 62, and 66 you will find more activities.

Removing Suffixes

IV. SEGMENT FOUR: TAPE TEN (1 minute, 2 seconds)

START TAPE: *Notice that when I attacked the word, my first step . . .*

STOP TAPE: *The second word on line seven has been done for you.*

Teacher Information and Notes

After you stop the tape, exploit the example which is shown in this segment by stressing how learning and using the Formula is going to make your E.S.L. pupils' job of learning to read English much easier. Use this technique when you move to the Dialog Group. After every word attack episode, emphasize how the Formula made the word attack easier and faster.

Copy this word on the board **before** viewing this segment.

Remember that just as the Word Attack Formula provides an entree to the written word, so the Spelling Formula provides an entree to the world of writing.

Teacher Information and Notes

Copy the material on lines 5, 6 and 7 on the board **before** viewing this segment.

Vocabulary and Concepts Number 1
You might wish to review with your group the Formula Phonics marks which they will use as they attack words. These are:

1. The Silencer /
   A. Used to mark out silent letters (letter–bait).
   B. Used to mark out letters which must change their sound (cry–grit).
2. The Pal Mark ‿
   Used to underline pals (mouse–nation).
3. The Straight Line ¯
   Used over a vowel saying its own name (late–dral).
4. The Rocker ˘
   Used over a vowel saying its short sound (bat–mop).
5. The Suffix Mark (
   Used to remove suffixes (looked–playing).
6. The Compound Word Mark *|
   Used to divide compound words (into–someone).

*The Compound Word Mark is not introduced in the video tapes. It is introduced by the teacher when it is needed during the course of reading. Reference to this mark is made as the sixth notation on page 77 of *Formula Phonics*. In the *Formula Phonics Spelling Book* compound words are introduced in Lesson Fifteen, page 42 and treated again in Lessons Sixteen, Seventeen, and Nineteen.

Vocabulary and Concepts Number 3
When you begin to read with your group, you will discover suffixes other than these on line five. These new suffixes should be "discovered" with a great show of interest on your part and a list kept by each of your students.

Contingency Activity Number 2
Here is another occasion when you can use the words **explain** or **defend** to start discussions. As far as removing suffixes is concerned, you must lead your E.S.L. students away from mechanical responses. As you work with your E.S.L. group, the most important word in your vocabulary is "why." Ask your students to justify not only their own responses but the responses of their fellow students as well.

VOCABULARY AND CONCEPTS

1. You use the suffix mark (( ) to remove suffixes.
2. Suffixes occur at the end of words.
3. Among the most common suffixes are **ING, ED, LY, S, ES, ABLE, EN,** and **ER.**

ESSENTIAL TAPE ACTIVITIES

Draw suffix marks as called for by the video teacher.

5. SUFFIX (ING ED LY S ES ABLE EN ER
6. LOOK LOOKING LOOKED LOOKS
7. LOOKING LOOKING LOOKED LOOKS

CONTINGENCY ACTIVITIES

1. REMOVING SUFFIXES: Ask your students to use the Formula Phonics suffix mark to remove all suffixes on the words on lines 6 and 7, page 15 in the *Formula Phonics Reading Book*. Ask them to find the pal in the base word, "look." *(Answer: OO)*

6. LOOK LOOK(ING LOOK(ED LOOK(S
7. LOOK(ING LOOK(ING LOOK(ED LOOK(S

   Can your students use "look" and its various forms in sentences of their own?

2. REMOVING SUFFIXES: Your students have had much practice removing the ING suffix. Ask them to study the list of common suffixes on line 5. Write the following words on the board and ask various students to come to the board, remove the suffix using the suffix mark, spell the root word correctly, and pronounce both the derived word and the root word. Make this exercise a joint effort if it appears to be too much for single students to do.

A. LIGHTLY – LIGHT(LY
B. FUSSES – FUSS(ES (ES suffix added to a base word ending in S. See pages 23, 24, and 27 in the *Formula Phonics Spelling Book.)*
C. ENDED – END(ED
D. LIKABLE – LIK(ABLE (Base word is LIKE. E is dropped to avoid double vowel.)
E. SPILLED – SPILL(ED
F. OLDEN – OLD(EN

G. BATTER – B A T T E R (Base word is BAT. Consonant is doubled to protect the A.)

H. RAILS – R A I L S

I. PEACHES – P E A C H E S (ES suffix added to a base word ending in CH. See pages 23, 24, and 27 in the *Formula Phonics Spelling Book.)*

J. FINDING – F I N D I N G

K. KEEPER – K E E P E R

L. SICKLY – S I C K L Y

M. TAPES – T A P E S (The E is part of the root since it has a job, making A say its own name.)

N. USABLE – U S A B L E (Base word is USE. E dropped to avoid double vowel.)

O. THROTTLING– T H R O T T L I N G (Base word is THROTTLE. E is needed in root because every syllable must have a vowel. It was removed when the suffix was added to avoid two vowels side by side.)

3. PALS–SOMETIMES SUFFIXES, SOMETIMES NOT: Ask your students to copy the following words from the board. Each word ends in a combination of letters which **may** be a suffix. If the letters are part of a suffix, pupils should mark them with the Formula Phonics suffix mark. If they are part of the root word, no mark should be made. Each word or its root has been discussed in a previous lesson.

A. (ed)	BED	
B. (able)	VISITABLE	V I S I T A B L E
C. (ly)	FLY	
D. (er)	SICKER	S I C K E R
E. (ed)	HEADED	H E A D E D
F. (s)	FUSS	
G. (d)	CHILD	
H. (s)	STOPS	S T O P S
I. (er)	REMEMBER	
J. (en)	GREEN	
K. (d)	FUSED	F U S E D
L. (able)	TABLE	
M. (en)	GOLDEN	G O L D E N
N. (ly)	HOTLY	H O T L Y

Teacher Information and Notes

Teacher Information and Notes

The pure letter sounds which your students have been learning are the same letter sounds which generally are taught by speech therapists. These letter sounds blend easily and naturally when they are made correctly. Because of this, no teacher who is using Formula Phonics with native speakers or those who speak English as a Second Language finds it necessary to drill pupils on blends. You should use a "model system," however, when you discover one or more pupils struggling with blending. When this occurs, search the group until you find someone who can produce the blend and let that person serve as model. Only **after** the blend has been correctly modeled, will you ask the group to practice it together.

In the E.S.L. classroom the only modification to this procedure occurs when **no** student in a group is able to serve as an acceptable model. In such a case the teacher, aide, video operator or some other speaker of English serves as model.

Marking Words and Blending Sounds

V. **SEGMENT FIVE: TAPE TEN** (1 minute, 16 seconds)

START TAPE: *You are now ready to mark up an entire word.*

STOP TAPE: *Your instructor will give you this first quiz before your first dialog.*

VOCABULARY AND CONCEPTS

1. *Entire*
2. When attacking a word, use the Formula Phonics marks to reduce the number of sounds. Then blend those sounds from left to right.

ESSENTIAL TAPE ACTIVITIES

1. Follow the video teacher in marking up the word REMEMBERING on line eight of the pupil book, on page 15.
2. Follow the video teacher as the sounds in the word are blended.

8. REMEMBERING

R

Say R's sound. (Don't move your jaw.)

RM

Say R's sound and M's name. (Say it again, so you're sure you have it.)

RMM

To that sound, add another M's name. (Do it fast.)

RMMB

Say your first three sounds together and add B's sound. (By now you probably know what the word is.)

RMMBR

Say your sounds quickly and add R's sound. (Now you have the root word.)

RMMBRING

Add your ING ending to "Remember" and the big word is yours.

The Formula

VI. SEGMENT SIX: TAPE TEN (3 minutes, 5 seconds)

START TAPE: Sound of drums (THE FORMULA)

STOP TAPE: *. . . and show you how it should be attacked since it isn't "parade."*

VOCABULARY AND CONCEPTS

1. The Formula is designed to help you attack difficult words when reading alone.
2. The Formula is the **last** word attack procedure you should use in considering an unknown word.
3. *Learning situation*
4. When you encounter an unknown word in a sentence:
   A. Your mind will "feed" you clues.
   B. The sentence itself will make demands on you.
5. *Parade*
6. The AR pal says R's own name.
7. If you **guess** at a word, you must phonetically check the word you guessed against the written word to see if the sounds agree.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher as an unknown word is attacked in a sentence.

1. PARACHUTE

CONTINGENCY ACTIVITIES

CHECKING SOUNDS AND LETTERS: Your students discovered that "parade" could not possibly be "parachute" when they checked sounds against letters and pals and then came up against the letter D. Tell them you are going to write a word on the board. Then you will pronounce a word. They will pronounce the word after you. They will then check it out as they did with "parade" and "parachute" to see if the spoken and written words are the same and if not, at what point they begin to differ.

SPOKEN WORD	WRITTEN WORD	
BIND	BLIND	No. The first sound is the same in both, but the L cannot make the long I sound.
STAGE	STABLE	No. The sounds are the same for the first three letters, but the B cannot make the sound made by the G (the J sound in this word).

Teacher Information and Notes

Vocabulary and Concepts Number 3
"Learning situations" are discussed in Chapter Two of *Formula Phonics.*

Vocabulary and Concepts Number 7
Your pupils will appreciate that in order for this procedure to work, they do not have to know how to spell the word they guess. All that is necessary is that they know how to **pronounce** the word they are guessing. Then, as they say the word slowly, they can check its phonetic elements against the letter and pal demands of the unknown word. The spelling book has a wealth of lessons which are designed to teach pupils how to "check" words. You might explain that "checking words" is really a kind of phonetic cycling.

Copy the word PARACHUTE on the board **before** viewing this segment.

Contingency Activity
On occasion your pupils may find themselves in a dictionary which appears to recommend a short I sound (ĭ) for a letter Y at the end of a word, i.e. HAPPY (HAP-ĭ). There are two reasons for this:
First: The short I sound for a final letter Y (which your students will want to call long E) that is still found in some dictionaries is a holdover from the speech patterns of the early American New Englanders who compiled the first American dictionaries. In speech they did in fact say 'hăp-ĭ or frĕnd 'lĭ and so showed a short i marking for final letter Y in cases where it was so pronounced.
Second: Most dictionaries are designed to assist in the pronunciation of words according to the regional speech patterns of the reader. Thus, a dictionary might tell a reader who is trying to discover the "correct" pronunciation for the word "far" that it rhymes with "car." In such case the typical Californian would conclude that the accepted pronunciation was 'fär,' while someone from the northeastern United States would conclude that the accepted pronunciation was fä . . . and that the letter R was not sounded.

SPOKEN WORD	WRITTEN WORD	
DOMINATE	DOMESTIC	No. The first three sounds are the same. The fourth sounds are not alike unless the Third Rule of Reading (A Vowel Says What It Must To Make Sense) is in effect. The fifth sounds (N and S) are definitely made by different letters.
OPPORTUNE	OPPORTUNE	Yes
INFINITIVE	INFINITY	No. The sounds are the same through Y (since Y can and often used to say I's short sound), but there is no letter present to give the V sound.

Removing Suffixes

VII. SEGMENT SEVEN: TAPE TEN (2 minutes, 41 seconds)

START TAPE: *Find the first word on line two.*

STOP TAPE: *Mark up your word like the last one.*

VOCABULARY AND CONCEPTS

1. When you take off a suffix, you should think, "What did the end of the root word look like **before** the suffix was added?"
2. *Substitute*
3. Removing suffixes is a *thinking process.*

Because removing suffixes is a thinking rather than a mechanical procedure, it requires the E.S.L. pupil to process English spelling every time the Formula is employed. Mere translation won't do because the pupil must immerse himself in the nuances of English spelling and usage.

Copy this material on the board **before** viewing this segment.

ESSENTIAL TAPE ACTIVITIES

Follow the video teacher's instructions in marking the words PLACED, PLACING, HOPING and HOPPING which are found on lines two and three on page 17.

2.	PLACED	PLACING
3.	HOPING	HOPPING

CONTINGENCY ACTIVITIES

MARKING **PLACED, PLACING, HOPING,** AND **HOPPING:** If Video Tape Segment Seven discussed the marking up of the four words too quickly for you to assure comprehension on the part of all your students, you should go over each word at the board. Call on various students for responses.

A. P L A C E D

1. Is there a suffix? *Yes.*
2. Do I remove the D or the ED? *Remove just the D since the E has a job to do and therefore is a part of the root word.*
3. What is the root word? *place.*
4. What does the E do? *It makes the A say its own name and it makes the C take the S sound.*

B. P L A C E I N G

1. Is there a suffix? *Yes. It is ING.*
2. How is the root word spelled? *P L A C E.*
3. How do you know that there was an E at the end of the root word before the suffix was added? *If there is anything at all an E can do, then you must figure that an E was there.*
4. What does the E that used to be there do in the word PLACING? *It makes the A say its own name and it makes the C take the S sound.*

C. H O P I N G

1. Is there a suffix? *Yes. It is ING.*
2. What is the root word? *HOPE.*
3. How do you know there was an E at the end of the root word of HOPING? *I know it was there because it had a job it could do.*
4. What job could it do? *It was there to make the O say its own name.*

D. H O P P I N G

1. Is there a suffix? *Yes. It is ING.*
2. How is the root word spelled? *H O P.*
3. Was there an E at the end of the word? *No. The single P was doubled before the suffix was added to protect the short O.*

Removing Suffixes

VIII. **SEGMENT EIGHT: TAPE TEN** (1 minute, 24 seconds)

START TAPE: *Find line four on page seventeen.*

STOP TAPE: *Please mark up the last two words and then give your attention back to the screen.*

VOCABULARY AND CONCEPTS

1. All actions in words occur from left to right.
2. Usually silent E cannot turn on a "dead" letter.

Teacher Information and Notes

The words in italics show the kind of reasoning your students should reflect when you ask them to justify their marking of words. As a Formula Phonics teacher, this type of response should be an automatic part of your own thought processes. In the Dialog Group setting you won't have time to "look it up."

Vocabulary and Concepts Number 1

Not only is left to right progression essential to successful word attack, but your students should also be taught the importance of listening carefully to the **first** sound or sounds they make in a word under attack. As their English hearing vocabulary increases, they will discover that often they will close on a cycled word after hearing only its initial sound. As mentioned earlier, this is one of the reasons why the Formula does not call for the removal of prefixes. When a word is cycled, the brain isn't looking for a root word. It is looking, instead, for the correct form of the word which the context of the sentence demands.

Teacher Information and Notes

Copy this material on the board **before** viewing this segment.

ESSENTIAL TAPE ACTIVITIES

Follow the video teacher's instructions in marking the words BACKED, BACKING, BAITED, BAITING and (BAITE) which are found on lines four and five on page 17.

4. BACKED BACKING

5. BAITED BAITING (BAITE)

CONTINGENCY ACTIVITIES

1. MARKING **BACKED** AND **BACKING:** If the Video Tape Segment Eight discussed the marking of BACKED and BACKING too quickly for your students, go over each word more slowly at the board. Call on different students to respond.

A. B A C K E D

1. Is there a suffix? *Yes.*
2. Should we remove the ED or just the D? *Remove the ED.*
3. Why? *Because the E has no job it can do; therefore, we know it was never a part of the root or base word.*
4. How should we mark the other letters? *The A is short because we always assume a vowel is short. The C takes the K sound and the K is silent.*
5. Why does BACK need to be spelled with the K? *The K imposes the K sound on the C even when a suffix beginning with I or E is added. It also serves to protect the A.*

B. B A C K I N G

1. Is there a suffix? *Yes. It is ING.*

(The remaining questions are the same as 4 and 5 in the above exercise.)

2. MARKING **BAITED** AND **BAITING:**

A. B A I T E D

1. Is there a suffix? *Yes.*
2. Is the suffix ED or just D? *It is ED.*
3. How do you know it is ED? *I know that the E is not part of the base word because it has no function it can perform there.*
4. Couldn't it make the I say its own name? *No. The I is silent as part of a double vowel and the E could not make a silent letter speak again.*
5. How do we mark the A? *Put a straight line over it as the first vowel of a double vowel combination.*

B. B A I T I N G

1. Is there a suffix? *Yes. ING is the suffix.*
2. Was there an E at the end of the root word before the suffix was added? *No.*

(Ask the same questions as 3, 4 and 5 above to complete this exercise.)

Blending and Accumulating Sounds

IX. SEGMENT NINE: TAPE TEN (2 minutes, 24 seconds)

START TAPE: *Now back to the Formula, and this time we'll put it all together.*

STOP TAPE: *Now we'll sound it out.*

VOCABULARY AND CONCEPTS

1. *Hang up on*
2. *Sequence*
3. *The Formula*

ESSENTIAL TAPE ACTIVITIES

Follow the video teacher as the Formula is used to mark up ACCELERATING.

THE FORMULA

The big car was accelerating.

A C C E L E R A T I N G

1. Remove the suffix. (Did it end in silent E? What would a silent E do to the second A?)

A C C E L E R Ā T (ING)

2. Find and underline any "pals."

A C C E L E R Ā T (ING)

3. Find and mark any friendly letters which must change their sounds.

A K S E L E R Ā T (ING)

4. Find any letters which must be silent and mark them out. (None in this word.)

A K S E L E R Ā T (ING)

5. Find and mark any remaining vowels.

Ă K S E L E R Ā T (ING)

CONTINGENCY ACTIVITIES

MARKING UP ACCELERATING: To begin reinforcing the Formula with your students, go back over each step on page 17 of the *Formula Phonics Reading Book*. Call on different students to explain **each** mark and **each** term (i.e., suffix, pal, friendly, etc.)

Teacher Information and Notes

Copy this word on the board **before** viewing this segment.

Teacher Information and Notes

Have your students open their books to page 18.

Notice that at the end of the mechanical operations, there is a place for the creative. How many questions can the teacher ask to probe all aspects of "accelerating"? How many questions can be asked that have nothing to do with sounding it out?

Cycling Words While Accumulating Sounds

X. SEGMENT TEN: TAPE TEN (1 minute, 25 seconds)

START TAPE: *Turn to page eighteen in your books.*

STOP TAPE: *Of course this is the way the Formula works.*

VOCABULARY AND CONCEPTS

1. *Accumulating* sounds means to keep adding new sounds.
2. Continue to cycle the emerging word back into the sentence as the blending occurs.

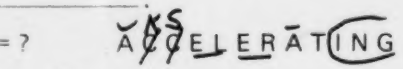
ESSENTIAL TAPE ACTIVITIES

Listen to and follow the video teacher as she attacks the word ACCELERATING while cycling it into a sentence and accumulating its sounds.

BLENDING

The big car was _____.

2 + 3 + 7 + 4 + 9 = ?



The big car was

What was the car doing?

What does the word "accelerating" mean in this sentence?

CONTINGENCY ACTIVITIES

BLENDING: As a group have your students practice accumulating and blending the sounds in ACCELERATING, page 18, *Formula Phonics Reading Book*. Replay this segment of the video tape

if necessary to listen to the video teacher. You might wish to have your students practice accumulating and blending sounds with some other words, also.

1. REMEMBERING
2. BLENDING
3. CROCODILE (A word from Tape Six activity)
4. BACHELOR (A word from Tape Six activity)

Closure

XI. SEGMENT ELEVEN: TAPE TEN (2 minutes)

START TAPE: *Now, let's go back and find out how these men got back into the camp.*

STOP TAPE: End of programming session.

VOCABULARY AND CONCEPTS

The Formula will be used both in Dialog Groups and during independent reading.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow the video teacher as the word "parachute" is attacked.

1. PARACHUTE

CONTINGENCY ACTIVITIES

QUIZ ON MARKING WORDS: It is time to administer the quiz on page 16 of the *Formula Phonics Reading Book*. Review the steps of the Formula with your students and tell them they can use the wall charts and/or their books as they mark the words. Tell them that they should definitely underline all the pals which have been discussed in class and also any others they see on the wall chart or in their list of pals. (The pals not underlined in the answers on page 61 of the teacher's manual are 4. WENT, 8. SPELLING, 16. FISHING.) Explain that you will not pronounce words for them since that would "give away" some answers before they had an opportunity to apply the Formula. However each word will be pronounced and processed at the conclusion of the quiz. Go over **each step of the Formula** with the example words CHAIRS, PLACE, HEMMED, and MERGE. Make certain each student understands each mark. You might wish to have them mark words 1 through 10. Correct and process those. Then do words 11 through 20.

Teacher Information and Notes

TAPE TEN
QUIZ ON MARKING WORDS

(A) CHAIRS (C) HEMMED
(B) PLACE (D) MERGE

1. STEMMED	11. SEEING
2. MAILING	12. FACE
3. PAGE	13. BOATING
4. WENT	14. GEMS
5. WAITED	15. SPICES
6. BOTH	16. FISHING
7 HERS	17. SPINNING
8. SPELLING	18. FASTING
9. GLASSES	19. TAILING
10. CAPES	20. SPACE

See *Formula Phonics*, page 61, for answers to quiz.

Lesson Plan—Tape Eleven: Reading

Teacher Information and Notes

No less an authority than Mario Pei has written, "English spelling is the world's most awesome mess."[1] He goes on to say, "The fact remains that our spelling is more than irrational—it is inhuman and forms the bane not merely of foreigners, but of our own younger generation, compelled to devote interminable hours to learning a system which is the soul and essence of anarchy."[2]

All this is true, and there is heard a steady call for spelling reform from both sides of the Atlantic. Be that as it may, however, there will be no reform of English spelling between the time you read these words and when you take your E.S.L. students into the dialog.

When the video teacher tells your students that English spelling is reliable in that there is only a single spelling for each word, he is really saying that it is reliable for the purpose of teaching those students how to read and spell. If English spelling were truly phonetically reliable, there would be no need to cycle words into sentences to effect closure as our pupils must do now. Because of cycling; because "a vowel says what it must to make sense;" and because they know that the spelling of any word does not shift from one writer to the next, Formula Phonics students very quickly convert words they sound out in the Dialog Group into sight words. It is also true that most of the words with which the emerging reader must deal during word attack episodes are easily decoded with the Formula Phonics procedures. Because of this, a much higher level of attention may be focused on those few words which do not.

You can overcome your group's, and probably your own, concern that English spelling is indeed "the world's most awesome mess," if you will cycle words into the **group's** consciousness and ever-growing hearing vocabulary. If only a single member is able to validate a word which has been decoded, or change its pronunciation, or reject it because it doesn't agree with the demands of a sentence, that process is

[1] Mario Pei, *The Story of the English Language*, (revised edition, J. P. Lippincott Co., Philadelphia and New York, 1967) p. 337.
[2] *Ibid.*, p. 338.

REVIEW: Have your students watch Tape Ten all the way through with no stops. Probe to see if there are any elements such as the Formula or the accumulation of sounds which need further study, and input that information if it is needed. Don't spend too long processing the material in Tape Ten since your pupils will watch live students working with these same elements in Tape Eleven.

INTRODUCTION: Unless you plan to show your group Tape Two (see Segment Two, below), they should be told that this is the last video tape they will see before they start to read and enter into the dialog. The first four segments in this tape are given over to review and an introduction to the Dialog Group. The final segments show students in the classroom using Formula Phonics techniques.

Spelling and Word Attack

I. **SEGMENT ONE: TAPE ELEVEN** (49 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *A vowel says what it must to make sense.*

VOCABULARY AND CONCEPTS

1. *Dictionary*
2. (Virtually) every word in English has a single spelling.
3. No matter who you are or where you live in the United States, your spelling of words must agree with everyone else's.
4. English spelling is 100% reliable.
5. Formula Phonics word attack procedures are nearly 100% reliable.
6. The Two Laws and Three Rules of Reading are used to control the vowels.

LAWS AND RULES I HAVE TO KNOW

First Law: Every word must contain a vowel; every syllable in every word must contain a vowel, but the vowel need not sound out.

Second Law: We always assume a vowel is short.

First Rule: The Double Vowel Rule:
When two vowels go walking,
The first one does the talking.

Second Rule: The Silent E Rule:
If an E at the end of a word is silent, the next vowel over may say its own name.

Third Rule: A vowel says what it must to make sense.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

CONTINGENCY ACTIVITIES

REVIEW OF THE FORMULA PHONICS LAWS AND RULES OF READING: This might be an appropriate time to make certain each member of your group understands the Two Laws and Three Rules of Reading. Without a thorough understanding of these, the jobs of blending and of applying the Formula will be almost impossible.

1. Have your students follow along with you on page 13 of their books as you read aloud the First Law:

   Every word must contain a vowel; every syllable in every word must contain a vowel, but the vowel need not sound out.

   Dialog about the meaning of this Law.
   Write SETTLE on the board. Pronounce the word. Ask your students to pronounce it. Ask the following questions to determine their understanding of the First Law. You should determine if you wish them to answer orally or if written answers would give you more accurate assessment of individual knowledge.

   A. How many syllables are there in SETTLE? *two*
   B. How many vowels are there in SETTLE? *two*
   C. How many vowels can be **heard** in SETTLE? *one*
   D. Which vowel is silent? *the second E*
   E. Why do we need that vowel? *Every syllable needs a vowel. (The First Law)*
   F. Can you show you know what SETTLE means by using it in a sentence?

2. Have your students follow along on page 13 of their books as you read aloud the Second Law:

   We always assume a vowel is short.

   Dialog about the meaning of this Law.
   Write MUST on the board. Ask your students:

   A. How should the vowel in this word be marked? *with a rocker*
   B. Why do we mark it short? *We always assume a vowel is short unless we can prove otherwise.*
   C. How is the word pronounced? *MŬST*
   D. Can you show you know what MUST means by using it in a sentence?

3. Have your students follow along with you on page 13 as you read the First Rule:

   The Double Vowel Rule: **When two vowels go walking,**
   The first one does the talking.

Teacher Information and Notes

seen and learned by all. Whenever an action such as this takes place, you should exploit it by suggesting to your group that: *The word we just figured out is a strange one. But remember, every time you meet that same word, it will be spelled the same way. Every time you sound it out, it will say exactly what we heard it say first. Remember the way you heard it sound first and your mind will change this word to its correct pronunciation.*

Contingency Activities
This review is presented here so that your group will be ready to move into a dialog mode as soon as they have seen the last segment of Tape Eleven.

Dialog about the meaning of this Rule.
Write PAINT on the board. Ask your students:

A. How many vowels are in PAINT? *two*
B. How should each vowel be marked? *The A is long and the I is silent.*
C. Why is each marked this way? *When two vowels go walking, the first one does the talking.*
D. How is the word pronounced? *PĀĪNT*
E. Can you show you know the meaning of PAINT by using it in a sentence?

4. Have your students follow along with you on page 13 of their books as you read the Second Rule:

The Silent E Rule: If an E at the end of a word is silent, the next vowel over may say its own name.

Dialog about the meaning of this Rule.
Write PRIDE on the board. Ask your students:

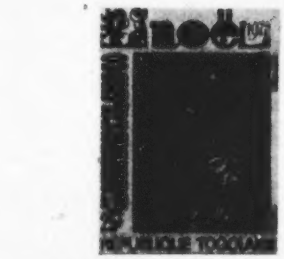
A. How many vowels are in PRIDE? *two*
B. How should each vowel be marked? *The I is long. The E is silent.*
C. Why is each vowel marked this way? *The Silent E Rule (E jumping over)*
D. How is the word pronounced? *PRĪDE*
E. Can you show you know PRIDE'S meaning by using it in a sentence?

5. Have your students follow along with you on page 13 of their books as you read the Third Rule:

A vowel says what it must to make sense.

Dialog about the meaning of this Rule.
Write the following sentence on the board: *I saw* **both** *Mary and Joe at the store.* Read the sentence aloud but pause rather than say "both" when you come to it. Complete the sentence. Ask your students:

A. Are there any vowels in B-O-T-H? *O*
B. How would we assume the O is marked? *with a rocker*
C. Why? *We always assume a vowel is short.*
D. How would we pronounce B-O-T-H with a short vowel? *BOTH*
E. Do you know such a word? *no*
F. Could the O be silent? *no*
G. Why not? *We have no reason for it, no double vowel, or no E at the end.*
H. How else could the O be marked? *with a straight line*
I. How would BOTH be pronounced with a long O? *BŌTH*
J. Have you ever heard such a word? *yes*
K. What rule allows us to put a straight line over the O? *A vowel says what it must to make sense.*
L. What does BOTH mean in the sentence? *the two people*



Reading "First Class" Material

II. SEGMENT TWO: TAPE ELEVEN (1 minute, 59 seconds)

START TAPE: *Finally, we gave you the Formula.*

STOP TAPE: *You'll learn how to function independently by taking part in the numerous Formula Phonics dialogs.*

VOCABULARY AND CONCEPTS

1. Review the Formula.
2. One of the standards of first class reading material is that it is appropriate to the age of the reader.
3. In your Dialog Group you will **always** be able to read first class reading material.
4. Both the Formula Phonics skills you have learned from the video teachers and the skills you will learn in your Dialog Group will assure you the ability to read first class material independently.

ESSENTIAL TAPE ACTIVITIES

Review the Formula with the video teacher.

Here is the Formula you use in word attack. If you cannot figure out a word any other way, use the Formula.

FIRST: If there is a suffix, take it off.

SECOND: Find the "pals" and mark them.

THIRD: Find and mark any "friendly" letters which must change their sounds.

FOURTH: Mark out any silent letters and if a vowel is marked, decide what it does.

FIFTH: Mark the remaining vowels with a straight line or a rocker.

SIXTH: Sound out the word, building each new sound on the sounds before. (Cycle)

1. A C C E L E R A T E D — Remove suffix (just the D).
2. A C C E L E R A T E D — Underline "pals."
3. A K S C E L E R A T E D — Mark "friendly" letters which change sounds.
4. A K S C E L E R Ā T E D — Mark out silent letters, making silent vowels "work."
5. Ă K S C E L E R Ā T E D — Mark the remaining vowels.

Teacher Information and Notes

First class reading material is treated in Tape Two, which your students have not yet seen. If you believe that your students now have enough English to follow the dialog, you might choose to show Tape Two at this time. If for any reason you do not plan to show Tape Two, you should explain what is meant by first class reading matter.

Teacher Information and Notes

a. Ă
b. ĂK
c. ĂKS
d. ĂKSL
e. ĂKSLR
f. ĂKSLRĀ
g. ĂKSLRĀT
h. ĂKSLRĀTED

SEVENTH: Decide if the word you sounded out makes sense in the sentence. (Cycle) IF YOU DON'T KNOW WHAT THE WORD MEANS, YOU HAVE ONLY SAID IT, NOT READ IT!

CONTINGENCY ACTIVITIES

DIALOGING ABOUT THE FORMULA: Direct your students' attention to the Formula as it is printed on page 17 of their books and then as it is printed on page 33 and on the wall charts. Elicit the fact that the Formula's first five steps are mechanical word attack steps, important for sounding out unknown words. Steps Six and Seven, however, are what turn this mechanical process into the creative process called "reading."

6. Sound out the word. (Cycle)

7. Decide if the word makes sense in the sentence. (Cycle)

Notice that a word which must be attacked must be cycled into the sentence after it has been marked and before blending begins (Step 6) and cycled again after it is sounded out (Step 7) to see if what has been sounded out is acceptable.

Segment Three
Vocabulary and Concepts Number 4
As soon as your group moves into the dialog, you should plan to give them the opportunity to sit in groups made up of English speaking students. This is no problem at all in an articulated program; and the advantages of having each of your students spend, perhaps, one day a week in a regular group are many. Not the least of these advantages is that this procedure provides a natural transition from your E.S.L. program into the mainstream. You will be surprised as the other teachers report to you how quickly your students begin to participate in the other groups.

Vocabulary and Concepts Number 5
The instant the last segment of Tape Eleven fades from the screen you should have your pupils turn to page 19 in their books and have one of them start to read aloud. Even if you read only the first few words, do begin now. The video tapes have **promised** your students that they are going to read.

Vocabulary and Concepts Number 6
This is true whether you are working with E.S.L., bilingual, or native speakers of English. You will find that once your group starts to dialog it will be most difficult to get them to drill on sounds or rules. This will be particularly true if you have chosen outstanding material for them to read and discuss.

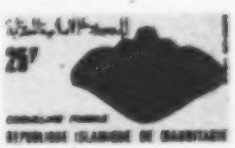
The Dialog Group

III. SEGMENT THREE: TAPE ELEVEN (1 minute, 44 seconds)

START TAPE: *The Formula Phonics Dialog* (picture)

STOP TAPE: *All of the practice on letter sounds and rules which a person will ever need, he can get by taking part in dialogs.*

VOCABULARY AND CONCEPTS



1. *Tutorial*
2. *One-to-one setting*
3. A dialog requires:
   A. A group setting.
   B. An instructor.
   C. Everyone reading the same material.
4. Anyone who has watched the video tapes can take part in a Dialog Group.
5. Dialoging should begin **immediately** after you have finished watching this video tape.
6. Reinforcement of letter sounds and the Formula Phonics Rules takes place in the Dialog Group.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

CONTINGENCY ACTIVITIES

DIALOGING ABOUT THE DIALOG GROUP: Discuss with your students the imperatives of the Formula Phonics Dialog Group:

A. A group setting.
B. An instructor.
C. Everyone reads the same material.

It is important that both intellectually and emotionally these precepts are accepted.

Reading in a Dialog Group

IV. SEGMENT FOUR: TAPE ELEVEN (1 minute, 33 seconds)

START TAPE: *Here's how a Dialog Group works.*

STOP TAPE: *You will learn to make the best use of your Pal Sheets which are found at the end of your book.*

VOCABULARY AND CONCEPTS

1. The material read in the Dialog Group must be difficult enough to challenge **all** of its members.
2. The Dialog Group reading process is as follows:
   A. The instructor (Dialogist) chooses a student to read aloud.
   B. The student comes to an unknown word. No one calls out the word.
   C. The word is written on the board.
   D. The Formula is used to decode the word with different group members called on for each step until it is correctly marked.
   E. The first reader cycles the word into the sentence and sounds it out.
   F. The Dialogist involves all of the members of the group in a discussion about the word or about what it is the group is reading.
3. The six selections which start on page 19 of the student book are designed to introduce you to all of the pals.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along with the video teacher.

Teacher Information and Notes

Segment Four
Vocabulary and Concepts Number 1
This challenge **must** result as much from the written material's concepts, knowledge, information, and literary excellence as it does from its vocabulary.

Vocabulary and Concepts Number 2
In an English speaking Dialog Group the member who is chosen to read aloud is known as the *model.* It is accepted that the student who is reading aloud is not having **his** personal reading lesson for the day. Thus, a teacher may choose a pupil to read a single word or perhaps an entire paragraph.

In the E.S.L. setting, however, oral participation is essential. Hence, even though you will be able to assure participation by all your students by way of your questioning during the dialog, you should still plan to balance out the oral reading so that each student shares this activity in near equal proportion.

Vocabulary and Concepts Number 2-B
Because he is the model and because he is reading in what is accepted to be first class, difficult reading matter, there is no onus in "hanging up" on an unknown word.

Vocabulary and Concepts Number 2-D
Remember, don't work just your model. This is a time to individualize. Teach as you question **all** of the members of your group. Don't let students become complacent. Can the student who knows the word at sight tell the group how to remove its suffix?

Vocabulary and Concepts Number 2-E
Here you may need to use the resources of the group. If you discover that your reader is unable to make a blend, for instance, then ask another student to model **just that blend.** (Be careful here or the entire word will be called out by your new model and so destroy your learning situation.) If after a reasonable effort your reader cannot close on his word, you have every right to call on someone else to call the word or to even call it yourself as a last resort. With second and third class phonetic words, however, be sure to emphasize how the word sounded out **before** its accepted pronunciation was heard. (See page 43 of *Formula Phonics* for information concerning second and third class phonetic words.)

Teacher Information and Notes

No attempt is made here to treat with most of the vocabulary which your pupils will hear as they watch the final segments of Tape Eleven. While you will always be able to view again any one of the individual dialog sessions, there is no reason to use a start-stop mode during this viewing. Let the tapes give your students a "feel" for the climate of the Dialog Group and then start them reading.

CONTINGENCY ACTIVITIES

DIALOGING ABOUT THE DIALOG GROUP PROCESS: Make certain each student understands the process used to conduct the basic dialog. Allow your students an opportunity to state their feelings about the process. Ask for suggestions as to how the process can be made to work best with their particular group. The Dialog Group Process:

A. The instructor chooses a student to read.
B. The student finds an unknown word. No one in the group calls out the word.
C. The instructor writes the word on the board.
D. The instructor calls on different members of the group to use the Formula in marking up the word.
E. When the word is marked up, the person who originally got "hung up" on the word sounds it out, accumulating and blending sounds. This student decides if the word he has sounded out makes sense in the sentence. He tells what it means in the sentence he is reading.
F. The Dialogist then involves all the members of the group in discussion about the word.

BECAUSE THE MATERIAL USED IN DIALOG GROUPS FOR SEGMENTS FIVE, SIX, AND SEVEN DIFFERS IN THE LEVEL II AND LEVEL III TAPES, THE TIMES, TIME WORD CUES, AND VOCABULARY AND CONCEPTS UNITS WILL BE GIVEN FIRST FOR LEVEL II TAPES AND THEN FOR LEVEL III TAPES. ESSENTIAL TAPE ACTIVITIES AND CONTINGENCY ACTIVITIES ARE THE SAME FOR BOTH TAPES.

LEVEL II: Using the Formula

V. SEGMENT FIVE: TAPE ELEVEN (8 minutes, 52 seconds)

START TAPE: *Let's look at the Formula Phonics process.*

STOP TAPE: *Soon you'll be using the Formula by yourself when you're reading alone and encounter a problem word.*

VOCABULARY AND CONCEPTS

1. Because a Dialog Group is reading in first class material, there are times its members:
   A. Use the complete Formula to sound out a word.
   B. Use only a part of the Formula to sound out a word.
   C. Use the context of the word to figure out what it is.
2. Your practice with the Formula in class will carry over to your independent reading.

LEVEL III: Using the Formula

V. SEGMENT FIVE: TAPE ELEVEN (6 minutes, 42 seconds)

START TAPE: *Let's look at the Formula Phonics process.*

STOP TAPE: *Very good. Now add the D. Described. Very good. Described.*

VOCABULARY AND CONCEPTS

Because a Dialog Group reads in first class material, there are times when its members:

A. Use the complete Formula to attack a word.
B. Use only a part of the Formula to attack a word.
C. Use some other means (in this case a footnote) to attack a word.

ESSENTIAL TAPE ACTIVITIES

Listen to and follow along as the Dialog Groups attack words.

LEVEL II: Explain

VI. SEGMENT SIX: TAPE ELEVEN (2 minutes, 8 seconds)

START TAPE: *You will learn that there really is no way to separate your use of the Formula . . .*

STOP TAPE: *. . . near the edge. Right. Ridge. Very good.*

VOCABULARY AND CONCEPTS

1. *Explain*
2. You cannot separate your use of the Formula from a discussion of **what** it is you have read.
3. When you explain a word's meaning, you must tell what it means in the story.

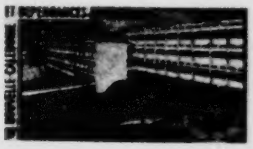
LEVEL III: Explain

VI. SEGMENT SIX: TAPE ELEVEN (5 minutes, 43 seconds)

START TAPE: *There is really no way to separate your use . . .*

STOP TAPE: *Go ahead. You're reading beautifully. Go ahead.*

Teacher Information and Notes



Your students must understand that the words EXPLAIN, CONNECT and DEFEND are **their** words. These three words are the essence of the dialog experience. Students should learn to use these words when they communicate with one another and when they communicate with you. Any student who does not understand and who does not initiate a dialog by saying "explain" is cheating himself. If these words are to become a natural part of each student's vocabulary, however, you will have to use them first **every time you dialog.**

As you read with the group, help your pupils discover examples where authors use words to EXPLAIN an idea or to clarify a point. Ask one student to EXPLAIN what another student has just said. Ask students to EXPLAIN as a major tool of communication. *How would you EXPLAIN this idea to a woman? A man? A four year old? Someone who has never seen an ocean? Use EXPLAIN when your pupils write for you. I am going to give you a paragraph to read. Next, I want you to write a single sentence which will EXPLAIN the main idea in that paragraph to someone who is seven years old. Write a second sentence and EXPLAIN the idea in the paragraph to a college professor.*

VOCABULARY AND CONCEPTS

1. *Explain*
2. There is no way to separate your use of the Formula from a discussion of the meaning of the words you are reading.
3. You must always be ready to explain what you have read.

ESSENTIAL TAPE ACTIVITIES

Listen as the Dialog Groups read and explain what they are reading.

CONTINGENCY ACTIVITIES

DIALOGING ABOUT "EXPLAIN": It is important that each student recognizes he has both a right and a responsibility to explain what he is reading or saying and to ask other students to explain what they are reading or saying. Remember, to explain is to wipe away confusion.

Connect

LEVEL II:
VII. SEGMENT SEVEN: TAPE ELEVEN (2 minutes, 37 seconds)

START TAPE: *You should always try to connect what you are reading with . . .*

STOP TAPE: *. . . in this place, referred to New York. OK. Take off.*

In the Dialog Group CONNECT is used to keep the discussion moving naturally and logically. The dialog is never a rap session because the dialog is disciplined. While it is expected that the question will be carried as far as it will go by the group, the progression must follow naturally. Thus, a student is able to protect the integrity of the discussion by asking. "How can you possibly CONNECT what you just said to what we are discussing?"

CONNECT is also used by the Dialogist to teach cause-effect relationships. Thus, *Based on what we know about Harry, could he sell out to the enemy? CONNECT what happened here to what the author told us in Chapter One. How did growing up poor affect the way Mary will probably act in the next chapter? Write a paragraph for me which will tie together these two paragraphs which I have labeled A and B.*

VOCABULARY AND CONCEPTS

1. *Connect*
2. You must connect what you are reading with what you have read before and with what you know about life in general.
3. Connecting is like putting the parts of a puzzle together so that everyone can see the picture.

Connect

LEVEL III:
VII. SEGMENT SEVEN: TAPE ELEVEN (5 minutes, 1 second)

START TAPE: *You should always try to connect what you are reading . . .*

STOP TAPE: *E.S.P. can be seeing something before it happens or seeing it after it happens, or even seeing it while it happens—in a different place.*

Teacher Information and Notes

VOCABULARY AND CONCEPTS

1. *Connect*
2. You must connect what you are reading with what you have read before and with what you know about life in general.

ESSENTIAL TAPE ACTIVITIES

Listen as the Dialog Groups read and connect what they are reading.

CONTINGENCY ACTIVITIES

DIALOGING ABOUT "CONNECT": Your students must understand that in their Dialog Groups they are encouraged to enter into discussions; however, what they say must be able to be linked to what has been previously said and to what is being read.

Defend

VIII. SEGMENT EIGHT: TAPE ELEVEN (1 minute, 9 seconds)

START TAPE: *During the dialog not only must you be able to use the Formula to attack unknown words . . .*

STOP TAPE: *Sixty-six is very good. Very good. OK. Carry on.*

VOCABULARY AND CONCEPTS

1. *Defend*
2. During the dialog you must be able to **explain, connect,** and also to **defend** what you are reading and saying.

ESSENTIAL TAPE ACTIVITIES

Listen as the Dialog Group reads and defends what they are reading.

CONTINGENCY ACTIVITIES

DIALOGING ABOUT "DEFEND": Make certain your students are not put on the "defensive" about "defend." When a student is asked to defend what he says in his Dialog Group, he is merely asked to give supporting data so that the other group members can understand his remarks. This gives the speaker an excellent opportunity to reassess his thought processes.

DEFEND is usually used to keep the members of a Dialog Group "honest." In a world where every member of a Dialog Group is expected, in fact encouraged, to participate in discussion, each member must know that he should always be ready to back up what he says. You can use DEFEND to move from oral to written communication. *I know that most of you are really upset by what Bob just said. I want to stop the discussion for a little while and have each one of you write no more than two or three sentences DEFENDING what you feel. Now write two or three sentences defending what Bob said.* Finally, have the group synthesize a "single statement of defense" which is written on the board.

Teacher Information and Notes

Review

IX. SEGMENT NINE: TAPE ELEVEN (2 minutes, 55 seconds)

START TAPE: *In closing, let's review with this class.*

STOP TAPE: End of programming session.

VOCABULARY AND CONCEPTS

In every dialog each member of the group must be ready to **explain, connect,** and **defend.**

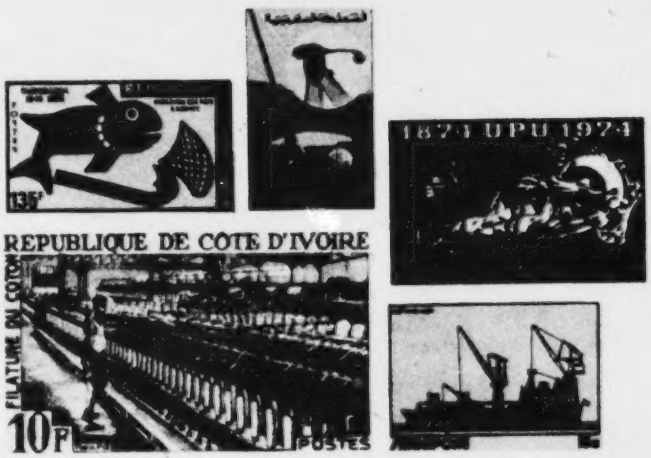
ESSENTIAL TAPE ACTIVITIES

Turn off your video equipment and start your group reading.

Listen to the Dialog Group define *explain, connect,* and *defend.*

CONTINGENCY ACTIVITIES

READING: Begin reading page 19 of the *Formula Phonics Reading Book*—"Reading." Call on as many pupils as possible to take part in the reading and in the dialoging which is a part of the reading. Follow the directions for the teacher beginning on page 75 of *Formula Phonics.* Teach every lesson each word offers. Ask students to **explain, connect,** and **defend.**



Chapter III

Word Attack

Wall charts should not be posted in your E.S.L. classroom according to the same schedule that is found on page 68 of the teacher's manual, *Formula Phonics.* Rather, all four wall charts should be posted on the first day you start showing the video tapes. Do this because the Contingency Activities which are used in the E.S.L. program introduce material in a different pattern than do the tapes alone. Just as you will use only English language video tapes, patterning books, and reading matter with your E.S.L. pupils, so it will be with the four poster-wall charts. When E.S.L. pupils in an articulated program move into the English language classrooms, they are particularly reassured to discover the same wall charts they used in their E.S.L. classrooms are in the new classrooms.

Because most of the information displayed on the wall charts is also covered in the tapes, they are invaluable tools during word attack episodes. Most of the pals are not introduced on the video tapes and the reason for that omission is discussed later. As you study the charts, you will discover that with the exception of letters C, G, and Y, none of the exploding, friction, open, nose, or crazy letters is treated. This is because the 17 letters in these five families are so phonetically reliable that a wall chart "back up" system is not necessary. Native speakers of English and those who speak English as a second language, **as long as they do not violate a letter's family characteristic,** are able to produce consonant sounds which reflect dialectal or regional sound patterns and still use them to effect closure on unknown words. Your pupils who have had their first language exposure to a written language based on the Roman or Greek alphabets and sound systems (for example, Spanish) should have little difficulty dealing with the sounds of most of the English consonants. Students who have had an exposure to a written language with a root other than the Greek or Roman (such as Chinese) may have difficulty with the sounds of certain of the English consonants. Those pupils who have no exposure to writing in their first language or whose native tongue has no written language will have the double burden of learning to identify all of the 26 letters and then of producing the sounds those letters make. Fortunately, in a Formula Phonics Dialog Group pupils can be taught to accomplish both of these tasks simultaneously. This is never a formidable task for the Formula Phonics teacher who remembers that **whenever he calls for any information, he is calling on the resources of his entire class.**

During word attack episodes, your pupils will learn to use the *Vowel Rule, Formula, Pal,* and *Dialog* wall charts. Later, when they are not in your presence, they will be able to use the little charts on the back cover of their patterning books in the same way. The three word attack charts are keyed one to the other and so are interdependent units in the Formula Phonics decoding system. Here is how you will use the charts in your classroom to help reinforce the decoding skills which students need both in and out of your presence.

Suppose that in the sentence which follows, your model, the oral reader, is unable to read the tenth word AUDIENCES.

PREVIOUS TO THIS VISIT THERE HAD BEEN FOUR SHORT AUDIENCES WITH THE KING.

You would write the word AUDIENCES on the board and then direct your group's attention to *The Formula* wall chart.

FORMULA PHONICS

THE FORMULA

1. TAKE OFF THE SUFFIX ⊂
2. UNDERLINE THE PALS ___
3. MARK THE LETTERS WHICH STEAL SOUNDS (THIEVES) C, G, OR Y /
4. MARK OUT SILENT LETTERS /
5. MARK THE REMAINING VOWELS — ⌣
   ALWAYS ASSUME A VOWEL IS SHORT
   UNLESS YOU CAN PROVE OTHERWISE
6. SOUND OUT THE WORD
7. DECIDE IF THE WORD MAKES SENSE IN THE SENTENCE

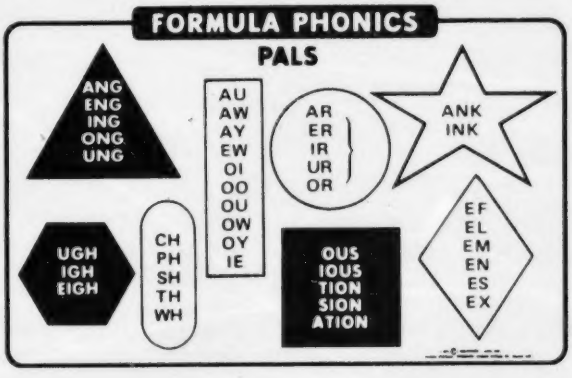
Your first question, *Does it have a suffix?,* presents most E.S.L. pupils with a rather difficult task. This is particularly true in words where the suffix S or ES is added to form the plural if these words are not considered in their contextual setting. You can turn such words into profitable learning experiences, however, if you work through your pupils' understanding of language. Thus, you might approach the first step in the formula by asking, *According to what we have read so far, does this word* **need** *a suffix?,* or possibly, *What kind of suffix* **must** *this word carry?* Remember, the manner in which you approach word attack problems in your classroom will provide the model your pupils will use to attack words when they are not in your presence. Accordingly, you must help them search out every conceivable clue which the material they are reading provides.

When your group identifies the suffix S and you remove it, your word will look like this:

A U D I E N C E (S)

Your next step, "Underline the Pals," requires that your pupils consider the *Pals* wall chart. While reading *Formula Phonics* and viewing the video tapes, you will have discovered that pals are discussed throughout the tapes but most of them are never shown. This is done to avoid the necessity of learning the pals through a process of repetitive drill. If pupils had to learn their pals before they began to read, they would have a task similar to learning an alphabet with an additional 41 characters. Further, there is really no reasonable way to provide a reward system for pupils who learn their pals as separate units isolated from reading. Instead, with English-speaking pupils the pals are taught by the teacher as they are discovered in a word under attack. Pals which are discovered in the natural course of reading are quickly learned because they are immediately put to work in helping to decode the word which the group has under attack.

This process for learning pals is so natural for pupils who think in English that their teachers seldom follow the procedure for learning pals which is set out in the first paragraph on page 75 in *Formula Phonics*. This procedure is to have pupils mark the pals in the words at the bottom of the page and also to find and check the pals in the appendix at the back of their patterning books. This method for learning pals should be used with your E.S.L. students. While you probably will not wish to drill on the pals with your students, you may wish to take special pains to teach about each of them when it is first discovered and whenever it reappears in a word under attack. On the *Pals* chart in the long rectangle your pupils will find the AU and the IE pals. They will find the EN pal in the diamond. Since actions in English words occur from left to right, first mark the AU pal:



A U D I E N C E (S)

Now, mark the next pal in order, the IE:

A U D I E N C E (S)

It now can be seen that EN is not a pal in this word since the same letter E can't be used in two pals. You might also point out that by removing the suffix S you have eliminated the possibility of assuming that the word's final two letters form the ES pal.

You now move to the third step in the Formula and have your students look for thieves. These letters, C, G, and Y are identified on *The Formula* wall chart. There should be no problem in picking out the letter C as a thief. Mark out the C:

FORMULA PHONICS
THE DIALOG

WHEN YOU SPEAK.....

EXPLAIN · 2+2 = 4
CONNECT ·
DEFEND ·

HAVE YOU SAID IT OR HAVE YOU READ IT?

A U D I E N C E S

Find a pupil who can tell you whether the C should be changed to a K or an S. When an answer is given, you might refer to *The Dialog* wall chart. Ask the respondent to either **explain** or else to **defend** his decision to change the C to a K or an S. When the correct decision has been justified, mark the word:

A U D I E N S E S

It should be noted that with English speaking students the dialog imperatives of **explain**, **connect**, and **defend** are seldom used in word attack episodes. These questions ordinarily are reserved for the periods of discussion. In the E.S.L. classroom, however, their use during the decoding procedures offers the group one more opportunity to learn the English language by processing it in a real life situation.

The fourth step in the Formula will require finding the silent E and marking it out. Point out how removing the suffix has exposed the letter E so that it can be eliminated. You should also show your students that silent E's job in this word is to change the letter C to an S. Mark the silent E:

A U D I E N S E S

The fifth step in the Formula calls for the marking of any remaining vowels. Direct attention to the *Vowel Rules* chart. Explain that because you followed the steps in the Formula, there is no need to use that chart with this word. As your students grow familiar with the Formula, they will come to appreciate that each one of its first three steps is designed to treat as many vowels as possible **before** Steps Four and Five are reached.

FORMULA PHONICS
VOWEL RULES

1. **THE DOUBLE VOWEL RULE** (MEAT)
2. **THE SILENT E RULES** (BITE)
3. **A VOWEL SAYS WHAT IT MUST TO MAKE SENSE** (GŌLD)

VOWEL SOUNDS

LONG		SHORT	
Ā	AS IN ĀTE	Ă	AS IN ĂT
Ē	AS IN ĒAT	Ĕ	AS IN ĔD
Ī	AS IN ĪCE	Ĭ	AS IN ĬT
Ō	AS IN ŌLD	Ŏ	AS IN ŎDD
Ū	AS IN ŪSE	Ŭ	AS IN ŬP

After you have used the wall charts to help mark up a word under attack, continue to the next step in the Formula. Step Six calls for the word to be cycled into the sentence and then sounded out. Step Seven again requires the processing of language as your pupils test the sound of the word pronounced and its appropriateness to the context against whatever English they possess. As always, look for similarities between the word being considered by the group and any similar words in their other languages.

Here, the skillful dialogist usually takes a group of emerging readers into a dialog. At this point the group is extremely close to what the author has written and is in a mood to discuss how they can use those words or how they feel about them. Later, of course, dialogs are usually triggered by the thoughts found in an entire paragraph, page, section, or chapter.

The four wall charts, taken together, are seen as tools whose purpose it is to help your students organize and then utilize the information which they received from viewing the video tapes. Teach your pupils to use the charts in the classroom so they will be able to use the wallet sized cutouts on the back of their patterning books to attack words when they are away from the classroom. Your final goal is to have your pupils internalize the information presented in the tapes and on the charts so they are able to attack words successfully without reference to the charts.

Chapter IV

The Dialog

After Tape Eleven has been viewed, the burden of carrying the Formula Phonics program shifts from the video teachers to you, the classroom teacher. You are now more the dialogist for your group than you are their programmer or inputter. You teach the **total** reading process in order to immerse your E.S.L. students in English. Because you control what it is your students read in your presence, you may use your Dialog Group as a forum for teaching job skills, naturalization training, or acculturation, in addition to literature.

Dialogists who work with English speaking students almost universally arrange it so their group members all read at approximately the same level. In many of these programs, the teachers change Dialog Groups every five or six weeks so that one time they work with the school's highest achieving readers and another time with the least able readers. To work effectively with a group of any ability level, however, all Formula Phonics dialogists must understand the dynamics of group instruction.

Even when a teacher is working with a school's least effective readers, the **group** he is teaching represents a great intellect. That is why, whether in a word attack or a discussion mode, the dialogist is taught to focus on the **group.** In doing so, he has available for his questions a group consciousness and intellect which is comprised of the collective genetic endowments and personal and vicarious life histories of all of the group's members.

Because the dialogist understands the group, he always chooses reading matter and frames his questions concerning that reading matter at the highest level the **group** can handle. His first responsibility is to teach the total group rather than to teach specifically to any one of its individual members. (This concept of group ability can be understood if one considers what the corporate I.Q. of any Dialog Group would be if it were tested with an instrument which required **all of its members** to focus on each question, with members building on each other's contributions until there was developed a single best answer.) The dialogist and the members of the group come to respect any sincere response to a question because even a weak answer is frequently the catalyst which starts the group toward a higher level of response. This process is not unlike "brain storming" except that each member of the group is subject to the discipline which is imposed by the dialog imperatives of **explain, connect,** and **defend.**

In E.S.L. programs where there are a sufficient number of students and teachers, pupils usually are grouped homogeneously according to their facility with the English language (Level I, Level II, Level III, Transition). Within these levels, however, pupils may be heterogeneously grouped according to their literacy and educational attainment in their native languages. As an E.S.L. dialogist, you will find your role changing dramatically when you move from a group whose members are literate in other languages to another group whose members have received little or no exposure to the written word in any language. It is no more difficult to work with one or the other group if you realize that only the nature of your questions changes markedly when you change groups. What is extremely difficult is to try to meet the needs of all of the students in an E.S.L. Dialog Group when some of its members are literate in another language and others are not.

There are three major grouping patterns your E.S.L. Dialog Groups can take. Consider each in turn.

1. **A homogeneous group whose members are non or near non-readers.**

When you first work with this type of student, your major thrust is toward teaching the mechanics of the reading process. You will be employing the **basic dialog** which is described on page 69 in *Formula Phonics.* The basic dialog is concerned with developing in your students word attack skills; a basic sight,

hearing, and speaking vocabulary; the ability to extract information and enjoyment from the printed word; and the ability to begin to process what is being read by way of the dialog. In the E.S.L. setting, learning these skills goes forward concurrently with developing competency in the English language.

As your students become better able to handle oral and written language, you will move to the **maieutic** form of questioning which is also described on page 69 of *Formula Phonics*. Now in addition to a continual development of the basic skills, you begin to process at a much higher level the material you have chosen for your pupils to read. Your questions are directed toward discussion of the written English language in terms of usage and the ideas and information it transmits. You "open up ' your students by questioning them in the affective domain (*How do you* **feel** *about this character's actions?)* as well as in the cognitive domain (*Why do you* **know** *his actions will be misunderstood?).* In a maieutic dialog your group is taught to **classify** what they are reading and to test it against what they already know. They are taught to **index** what they are processing and to **file** it in their minds in such a way that it is readily available when there is a need to **retrieve** it on any appropriate level of cognition. Keep in mind that whether the discussion goes forward in a native language, in English, or in both, is not the most significant consideration. What is most important is that what triggered the discussion was English written and oral language.

At every point in the dialog you should help your students **convert** the knowledge and information they have available in their native languages into English. Meaningful discussion will provide both a need to use native language information and a mechanism and pathway for its retrieval. Thus, at some point in a discussion, you might challenge the group with, *If you can prove it in Chinese (or Spanish French Korean, etc.), then it must be true in English. Now, how do we prove it using English?* Lay the groundwork for this kind of thinking about English by questioning during word attack episodes:

Why must this word take an ED suffix?
Where must we place the comma in this sentence?
Why are these five words written in italics?
How should this entire sentence be read aloud?
Why didn't our author use this "easy" word which we all know?
What must we remember about this word and the way it is pronounced if we are always to spell it correctly?
What are the pals in this word?
What kind of word are we looking for?

In-depth questions will come as mechanics give way to the evaluation of first class reading matter. Certainly it requires a greater use of language for a group to process, *Why do you think the author feels the judge acted unfairly?* as against *What does letter E do at the end of "judge"?* No dialogist is able to sustain high level dialogs in a group allowed to read second class material. As a rule of thumb, you should reject controlled vocabulary reading materials and high interest-low vocabulary reading materials because they will usually deny you the opportunity to teach word attack and language usage. With such materials there is seldom an opportunity for meaningful discussion. What students read in your Dialog Group is your curriculum. Its content is intended to fund your students with both knowledge and information.

Actually, the strategies a dialogist employs in the education of a group of non or near non reading E.S.L. students is little different from those he would use in the education of a group of non or near non-reading speakers of English. He realizes that both groups need to:

Learn how to attack English writing,
Learn English reading and speaking vocabularies,
Learn how to utilize and enjoy material that is written in English,
Learn how to carry on a disciplined dialog in English, and
Learn how to spell and write in English.

2. **A homogeneous group whose members are literate in one or more languages other than English.**

The students must still begin with the basic dialog. However, in most instances you will find the task of teaching such students word attack skills, English vocabulary, language usage and patterns an easier task than is teaching those who have no familiarity with written language. Everything the dialogist says or asks is not brand new to literate students. What is new is the process of working in English. Even here there are often parallels between the written forms of the two languages which provide pathways for the transference and utilization of existing information and skills. Because of this, the basic phase of the program is over sooner. Students and dialogist are then able to turn to the maieutic or **Socratic** form of the dialog which is described on page 72 of *Formula Phonics.*

Dialoging with a group of already literate E.S.L. students is a joy. Other teachers have taught them how to handle a word problem in a math book, follow a recipe, or read a rainfall table in a newspaper. Colleagues in other lands taught your group to follow a story line; to identify alliteration; to understand characterization, inference, and allegory. Your students have been taught spelling rules, grammar rules, punctuation rules, and rules relating to good writing practice in their native languages.

With students already literate in one or more languages, the choice of reading material for the dialog is critical. In the short time they are your students, you will want to expose them to as many different kinds of written English language as possible. Begin every dialog by reminding yourself that what you have chosen for your students to read and the questions you will ask about that material are intended to help them think and function more effectively in English. It is essential that the material they read and the questions you ask about that material require every pupil to convert a part of his native language information into English.

Perhaps your students will not always need an oral reading experience in your presence to key a dialog. If their reading skills are advanced enough, you might seek a pre-existing literary experience which all of them have shared and initiate a Socratic dialog. Remember, your question must be processed in such a way that it helps to develop competency in reading and in using English.

3. **A heterogeneous group containing literate members and non-literate members.**

This group makeup is never acceptable in Formula Phonics programs serving English speaking pupils. This is also true in Formula Phonics E.S.L. programs. In most schools serving English speaking pupils there are so many students with reading problems that it is not difficult to set up many Dialog Groups whose members all read at or near the same level. In most schools, however, the number of designated E.S.L. students may not make up more than two or three classes. Usually the smaller the target population, the more difficult it is to set up homogeneous groups. There is every possibility that your current E.S.L. groups are made up of students with varied degrees of previous schooling.

In the E.S.L. class, both the least educated and the most educated students share the same basic need. They need to learn how to function successfully in English. If this goal is to be achieved, **every** E.S.L. student requires every opportunity possible to learn English by **dialoging with highly skilled E.S.L. teachers.** Each student needs the opportunity to learn English by constant discussion of what his teacher has chosen for him to read. He needs a teacher who will help him make the transition of discussing what he is reading from his native language, to both that language and English, and finally to English alone.

You will discover no difficulty in showing the tapes to a heterogeneous group of students and in having them read together the lessons on pages 19 through 28 in their *Formula Phonics Reading Books.* At this time **all** of the students will be concerned with learning basic English vocabulary, word attack, and language patterns. When you move the group from their patterning books and into first class reading matter, trouble with heterogeneous grouping begins. Do remember, however, that this is only a problem relating to the Dialog Group and may cause no problem at all during the rest of your instruction.

There are a number of grouping patterns that can be used to solve the problem of a heterogeneous

group. If yours is the only E.S.L. class, you may regroup within your class. Then you will be able to dialog with one group while the other(s) works independently or with an aide or volunteer on other activities. If there are other E.S.L. classes which meet during the same hour as yours, you might shift pupils between the groups for the purpose of dialoging and then have them return to their regular groups for other E.S.L. activities.

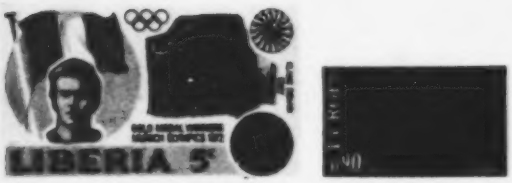
You also have the option of using your teacher's manuals and tapes to train aides or volunteers in how to manage a Dialog Group and then assign them to a homogeneous Dialog Group. If you do this, rotate groups between any paraprofessionals or volunteers and yourself. Since **every** student deserves to be with a skilled dialogist who is fluent in English during the Dialog Group time, don't consider students tutoring other students as a substitute for any of the group patterns described above.

Finally, if your program is continually receiving new students, you will have to set up a Formula Phonics intake position. This programmer may be a teacher, paraprofessional, or educational aide in whom you have complete confidence. He must be trained to show the video tapes to all new students by following the lesson plans in this manual. It must be assured that when a new student enters a Dialog Group, he knows the Formula Phonics vocabulary and has been taught a systematic introduction to the word attack strategies.

Teachers who use Formula Phonics in programs serving English speaking students often report a feeling of exhileration arising from the knowledge that they, through high level dialoging in superior materials, have effected positive changes in their students' scholastic achievements and personal attitudes. It is the authors' hope that this **Formula Phonics English as a Second Language Program** will provide you with these same satisfactions as you work with your non-English speaking students.

APPENDIX

Instructions for the Video Operator



If you are assisting the E.S.L. teacher in presenting the video portion of the Formula Phonics Reading-Language Arts Program to a class, this section of the teacher's manual has been written for you. These particular pages are perforated so they can be removed from the manual. Both sections of the book then can be used simultaneously.

As a video operator, your first job is to become familiar with both the video playback unit and the television sets or monitors which will be used in your program. You should have your organization's audio-visual coordinator check you out on how to operate the particular equipment you will be using. If no such person is available, try to get a copy of the manufacturer's instructions. If that is not possible, you should call upon a local audio-visual dealer and ask him to check you out.

Each day **before** the class begins, you should warm up your equipment and check to see that it is in good operating condition. This is a very important step. Class time is too precious to be spent watching wires being connected or equipment being cleaned.

Each day **before** the class assembles, you should key up your tape or cassette to the first segment which the teacher is going to show that day. Do not leave this to chance. Keep a log which tells you the last segment shown during each class. **Always** check with the teacher to find out whether you are to show the next segment in turn or whether some other segment is to be shown first.

The video programs you are going to show are numbered "Tape Three," "Tape Four," and so on through "Tape Eleven." Played straight through with no stops each tape lasts somewhere between twenty-five and twenty-nine minutes. In classes made up of students who are native speakers of English or those who speak English as another language, that is exactly how the tapes are shown—played straight through with no stops. However, that is not the way the tapes are shown to students who do not have a command of English. These E.S.L. students watch the tapes in short segments.

Your job is to operate the video equipment. By your showing these segments, the E.S.L. teacher is free of that responsibility. As you watch the teacher work, you will discover how demanding the program is of the teacher's attention, and you will come to understand why your role in the program is so important. If a teacher must give attention to the mechanics of the operation of the video equipment, wondering how many seconds of time remain in a segment, that same attention cannot be given to students.

The schedule which follows will give you two ways to time each segment. If your video playback unit has a counter unit, provision has been made for you to develop an additional way to time segments as well as an accurate means for locating any given segment on a tape.

If you look at any of the Lesson Schedules which follow, you will find the same type of information as that given in the example below.

EXAMPLE:

SEGMENT SIX: TAPE EIGHT Page 78 (2 minutes, 10 seconds)

START TAPE: *Now look at page 10 of your books again.*

STOP TAPE: *So much for the First Golden Rule of Reading, the Double Vowel Rule.*

Total Count–Tape _____

Total Count–Segment Six _____

1. **SEGMENT SIX: TAPE EIGHT, Page 78:** This tells you the number of the tape and the number of the particular segment, as well as the page in the teacher's manual where the lesson appears.

2. **(2 minutes, 10 seconds):** This tells you exactly how long Segment Six runs.

3. **START TAPE:** *Now look at page 10 of your books again.:* This tells you the **first** words you will hear during this segment.

4. **STOP TAPE:** *So much for the First Golden Rule of Reading, the Double Vowel Rule.:* This tells you the **last** words you will hear during this segment.

5. **TOTAL COUNT:** Because counters vary from machine to machine, you must fill in the necessary information on each of these lines yourself. Once you have all of the lines filled in, however, you will have an accurate tool for locating any particular segment. To arrive at these numbers, you should start the tape at the beginning. When the music drops and the action starts, push the counter button so that the counter shows three zeros. Let the tape run to the end of Segment One. Stop it there and observe the number. On the line following "Total Count Start" for Segment One write **000**. On the "Total Count Tape" line for Segment Two write the number which your counter now shows. Next, without touching the counter, start the machine and stop it at the end of Segment Two. Record the number on the counter on the "Total Count Tape" line for Segment Three. Continue in this fashion until you have a number for each segment. To find any segment of the tape, you will only need to find the point at the beginning of the tape where the music drops, set the counter at zero, move the lever or push the button for "fast forward," and stop the tape when the desired segment's number shows on the counter.

6. **TOTAL COUNT–SEGMENT:** To arrive at a count for any segment, set your counter at 000 when the first words of that segment are heard. As the last words are heard, stop tape and record the number on the counter. Once this is done you will no longer need to use a watch to determine when a segment is about to end.

A FEW WORDS OF CAUTION

1. Do not "share" your video responsibilities. The more people who work with video equipment, the greater the likelihood that someone will put the equipment out of working order.

2. Whenever you **STOP TAPE,** be certain to push the Stop Button or move the lever to STOP. Do not leave the machine on PAUSE with a picture frozen on the video screen while the teacher and students are discussing a segment. During this time the tube should show no picture. If the teacher asks you to freeze a picture on the screen, you may do so. **NEVER** let the image remain for longer than 45 seconds. The reason being that pictures frozen on a video screen may "burn in" and permanently damage the tube.

3. With an open reel machine, you should always move the lever to a full STOP or PAUSE position before moving from one setting to another. Be certain to move only one setting at a time.

CHECK LIST

Here is a check list you should use **each** day before the class begins:

1. I have checked with the teacher to discover which segment I am to show.

2. I have checked out my equipment.

3. I have set the picture and sound level on the television for the segment I am to show first.

4. I have my schedule ready and know when I am to stop and start the tape.

One last piece of advice: On an open reel machine you can have a segment start instantly with no drag of voice or picture if you follow this procedure: move your control handle from STOP to PAUSE and let your unit pick up speed. After three seconds your unit will be up to playing speed and you can turn the handle to PLAY and start the tape with no loss of words.

Formula Phonics E.S.L. Video Schedule

Tape Three

SEGMENT ONE: TAPE THREE Page 14 (2 minutes, 39 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *In other words, what are the odds that you can predict what a phonic unit is going to do in any word?*

Total Count–Tape _____

Total Count–Segment One _____

SEGMENT TWO: TAPE THREE Page 14 (1 minute, 55 seconds)

START TAPE: *Just as atoms are the basic building blocks of all matter,*

STOP TAPE: *. . . if you make them wrong, trash in trash out.*

Total Count–Tape _____

Total Count–Segment Two: _____

SEGMENT THREE: TAPE THREE Page 16 (2 minutes, 39 seconds)

START TAPE: . . . (a clap of hands)

STOP TAPE: *. . . and give your attention back to the screen.*

Total Count–Tape _____

Total Count–Segment Three _____

SEGMENT FOUR: TAPE THREE Page 17 (1 minute, 58 seconds)

START TAPE: *Remember the letter B is either turned on or turned off.*

STOP TAPE: *Now return your attention to the screen.*

Total Count–Tape _____

Total Count–Segment Four _____

SEGMENT FIVE: TAPE THREE Page 18 (1 minute, 48 seconds)

START TAPE: *D is a perfect letter.*

STOP TAPE: *Now return your attention to the screen.*

Total Count–Tape _____

Total Count–Segment Five _____

SEGMENT SIX: TAPE THREE Page 19 (1 minute, 53 seconds)

START TAPE: *. . . J. Here is the sound of the friendly consonant J.*

STOP TAPE: *Please return your attention to the screen.*

Total Count–Tape _____

Total Count–Segment Six _____

SEGMENT SEVEN: TAPE THREE Page 20 (2 minutes, 33 seconds)

START TAPE: *. . . K. The friendly letter K or any of the exploding consonants.*

STOP TAPE: *Please return your attention to the screen.*

Total Count–Tape _____

Total Count–Segment Seven _____

SEGMENT EIGHT: TAPE THREE Page 22 (2 minutes, 28 seconds)

START TAPE: *You may rely on the fact that the letter P . . .*

STOP TAPE: *Now return your attention to the screen.*

Total Count–Tape _____

Total Count–
Segment Eight _____

SEGMENT NINE: TAPE THREE Page 24 (3 minutes, 16 seconds)

START TAPE: *You have now been exposed to each of the six . . .*

STOP TAPE: End of programming session.

Total Count–Tape _____

Total Count–
Segment Nine _____

Tape Four

SEGMENT ONE: TAPE FOUR Page 26 (1 minute, 45 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *. . . The answer is J.*

Total Count–Tape _____

Total Count–
Segment One _____

SEGMENT TWO: TAPE FOUR Page 26 (1 minute, 6 seconds)

START TAPE: *I trust that you did well on the quiz . . .*

STOP TAPE: *. . . and why the letters in it are called friction letters.*

Total Count–Tape _____

Total Count–
Segment Two _____

SEGMENT THREE: TAPE FOUR Page 27 (3 minutes, 2 seconds)

START TAPE: *I'll use the first letter of the family to demonstrate.*

STOP TAPE: *If you move your jaw, you can't make F's sound.*

Total Count–Tape _____

Total Count–
Segment Three _____

SEGMENT FOUR: TAPE FOUR Page 29 (1 minute, 58 seconds)

START TAPE: *The next member of the friction family is the letter S.*

STOP TAPE: *You can hold an S sound as long as you don't move your jaw.*

Total Count–Tape _____

Total Count–
Segment Four _____

SEGMENT FIVE: TAPE FOUR Page 30 (1 minute, 22 seconds)

START TAPE: *Now that we've studied F and S, here's the third friction letter.*

STOP TAPE: *. . . remembering if you don't move your jaw, you'll never have trouble with the letter V.*

Total Count–Tape _____

Total Count–
Segment Five _____

SEGMENT SIX: TAPE FOUR Page 31 (1 minute, 20 seconds)

START TAPE: *The last of the friction letters is the Z.*

STOP TAPE: *Don't move your jaw. Don't move your jaw.*

Total Count–Tape _____

Total Count–
Segment Six _____

SEGMENT SEVEN: TAPE FOUR Page 33 (2 minutes, 49 seconds)

START TAPE: *It's time to explain those paired letters.*

STOP TAPE: *. . . and which ones are twins like the F and the V.*

Total Count—Tape _____

Total Count—Segment Seven _____

SEGMENT EIGHT: TAPE FOUR Page 35 (2 minutes, 9 seconds)

START TAPE: *We now move to a new family of friendly consonants called open letters.*

STOP TAPE: *Remember, H is a reliable letter which is almost always turned on.*

Total Count—Tape _____

Total Count—Segment Eight _____

SEGMENT NINE: TAPE FOUR Page 36 (2 minutes, 9 seconds)

START TAPE: *As I mentioned earlier, the second open letter L . . .*

STOP TAPE: *. . . you control the letter absolutely.*

Total Count—Tape _____

Total Count—Segment Nine _____

SEGMENT TEN: TAPE FOUR Page 37 (3 minutes, 16 seconds)

START TAPE: *The final open letter is the R.*

STOP TAPE: End of programming session.

Total Count—Tape _____

Total Count—Segment Ten _____

Tape Five

SEGMENT ONE: TAPE FIVE Page 39 (1 minute, 17 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *. . . later you'll be making them inside your head.*

Total Count—Tape _____

Total Count—Segment One _____

SEGMENT TWO: TAPE FIVE Page 40 (1 minute, 43 seconds)

START TAPE: *The next family of letters has only two members.*

STOP TAPE: *Now return your attention to the screen.*

Total Count—Tape _____

Total Count—Segment Two _____

SEGMENT THREE: TAPE FIVE Page 41 (1 minute, 18 seconds)

START TAPE: *N is the second member of the nose family.*

STOP TAPE: *All right, now return your attention to the screen.*

Total Count—Tape _____

Total Count—Segment Three _____

SEGMENT FOUR: TAPE FIVE Page 42 (2 minutes, 22 seconds)

START TAPE: *There are two members in the next family.*

STOP TAPE: *Now, return your attention to the screen, please.*

Total Count—Tape _____

Total Count—Segment Four _____

SEGMENT FIVE: TAPE FIVE Page 43 (2 minutes, 0 seconds)

START TAPE: *I want to use the QU to show you how the Formula Phonics pals were discovered.*

STOP TAPE: *. . . we eliminate the French sound for QU and have a pal with a single sound.*

Total Count—Tape _____

Total Count—Segment Five _____

SEGMENT SIX: TAPE FIVE Page 45 (2 minutes, 59 seconds)

START TAPE: *The second crazy letter is the X.*

STOP TAPE: *. . . for they are not.*

Total Count—Tape _____

Total Count—Segment Six _____

SEGMENT SEVEN: TAPE FIVE Page 45 (1 minute, 30 seconds)

START TAPE: *You have now been exposed to 17 of the 26 letters of the English alphabet.*

STOP TAPE: *Be sure and place your answers on the correct line. Good luck.*

Total Count—Tape _____

Total Count—Segment Seven _____

SEGMENT EIGHT: TAPE FIVE Page 46 (5 minutes, 51 seconds)

START TAPE: *Question one. Which letter's sound is so highly pitched . . .*

STOP TAPE: *Number twenty again. Which letter makes the first and last sounds in the word "level"?*

Total Count—Tape _____

Total Count—Segment Eight _____

SEGMENT NINE: TAPE FIVE Page 49 (5 minutes, 30 seconds)

START TAPE: *O K, I'll now go over each of the first 20 questions.*

STOP TAPE: End of programming session.

Total Count—Tape _____

Total Count—Segment Nine _____

Tape Six

SEGMENT ONE: TAPE SIX Page 50 (3 minutes, 30 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *. . . which is a pal you already know how to handle.*

Total Count—Tape _____

Total Count—Segment One _____

SEGMENT TWO: TAPE SIX Page 51 (4 minutes, 17 seconds)

START TAPE: *Now let's get back to the letter C.*

STOP TAPE: *When you dialog, you might try to figure out why.*

Total Count—Tape _____

Total Count—Segment Two _____

SEGMENT THREE: TAPE SIX Page 53 (4 minutes, 8 seconds)

START TAPE: *The next friendly letter is the G.*

STOP TAPE: *. . . and practice the G sound three or four more times.*

Total Count–Tape _____

Total Count–
Segment Three _____

SEGMENT FOUR: TAPE SIX Page 54 (3 minutes, 7 seconds)

START TAPE: *That does it. We've run out of friendly letters.*

STOP TAPE: *. . . write a lower case W and make the W sound.*

Total Count–Tape _____

Total Count–
Segment Four _____

SEGMENT FIVE: TAPE SIX Page 55 (0 minutes, 49 seconds)

START TAPE: *Now to the letter Y.*

STOP TAPE: *. . . this is the only time Y makes this sound.*

Total Count–Tape _____

Total Count–
Segment Five _____

SEGMENT SIX: TAPE SIX Page 56 (1 minute, 54 seconds)

START TAPE: *Now, let's see what happens when Y is the last letter in a word.*

STOP TAPE: *. . . if that doesn't work, then change it to an I.*

Total Count–Tape _____

Total Count–
Segment Six _____

SEGMENT SEVEN: TAPE SIX Page 57 (2 minutes, 12 seconds)

START TAPE: *Now, let's put Y in the middle of a word.*

STOP TAPE: End of programming session.

Total Count–Tape _____

Total Count–
Segment Seven _____

Tape Seven

SEGMENT ONE: TAPE SEVEN Page 60 (3 minutes, 4 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *. . . for example, the letter A saying A.*

Total Count–Tape _____

Total Count–
Segment One _____

SEGMENT TWO: TAPE SEVEN Page 60 (2 minutes, 47 seconds)

START TAPE: *The first of the five vowels is A.*

STOP TAPE: *Now please return your attention to the screen.*

Total Count–Tape _____

Total Count–
Segment Two _____

SEGMENT THREE: TAPE SEVEN Page 62 (1 minute, 32 seconds)

START TAPE: *The next vowel is the letter E.*

STOP TAPE: *Please return your attention to the screen.*

Total Count–Tape _____

Total Count–
Segment Three _____

SEGMENT FOUR: TAPE SEVEN Page 64 (1 minute, 21 seconds)

START TAPE: *The third vowel is the letter I.*

STOP TAPE: *Please return your attention to the screen.*

Total Count–Tape _____

Total Count–
Segment Four _____

SEGMENT FIVE: TAPE SEVEN Page 66 (1 minute, 36 seconds)

START TAPE: *We shall now turn to the vowel O.*

STOP TAPE: *Please return your attention to the screen.*

Total Count–Tape _____

Total Count–
Segment Five _____

SEGMENT SIX: TAPE SEVEN Page 68 (2 minutes, 40 seconds)

START TAPE: *The last of the vowels is the letter U.*

STOP TAPE: *It is far more pleasing to the ear to call a girl Lulu, rather than Lulu.*

Total Count–Tape _____

Total Count–
Segment Six _____

SEGMENT SEVEN: TAPE SEVEN Page 70 (2 minutes, 28 seconds)

START TAPE: *At the bottom of page 9 you'll find a list of 30 rather short words.*

STOP TAPE: *Now your programmer will work with you on the answers.*

Total Count–Tape _____

Total Count–
Segment Seven _____

SEGMENT EIGHT: TAPE SEVEN Page 70 (40 seconds)

START TAPE: *Number One, E says its own name and the A is silent.*

STOP TAPE: *. . . on Number Six "A" takes its short sound.*

Total Count–Tape _____

Total Count–
Segment Eight _____

SEGMENT NINE: TAPE SEVEN Page 71 (2 minutes, 11 seconds)

START TAPE: *Do you see how much more complicated the game becomes?*

STOP TAPE: *There is a way and it is wrapped up in two laws and three rules.*

Total Count–Tape _____

Total Count–
Segment Nine _____

SEGMENT TEN: TAPE SEVEN Page 72 (1 minute, 50 seconds)

START TAPE: *Applying these laws and rules in word attack makes the vowels as easy to control as the consonants.*

STOP TAPE: End of programming session.

Total Count–Tape _____

Total Count–
Segment Ten _____

Tape Eight

SEGMENT ONE: TAPE EIGHT Page 74 (1 minute, 49 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *. . . at, Ed, it, odd, up.*

Total Count—Tape _____

Total Count—Segment One _____

SEGMENT TWO: TAPE EIGHT Page 75 (1 minute, 48 seconds)

START TAPE: *Your programmer knew that none of you would ever have trouble saying a vowel's own name.*

STOP TAPE: *The Golden Rules of Reading.*

Total Count—Tape _____

Total Count—Segment Two _____

SEGMENT THREE: TAPE EIGHT Page 76 (1 minute, 33 seconds)

START TAPE: *A vowel must appear in every word and in every syllable . . .*

STOP TAPE: *Please put a rocker over the vowel E in the word "met."*

Total Count—Tape _____

Total Count—Segment Three _____

SEGMENT FOUR: TAPE EIGHT Page 77 (1 minute, 6 seconds)

START TAPE: *Above the second set of squares you will find the letters M, E, space, T.*

STOP TAPE: *Now return your attention to the screen.*

Total Count—Tape _____

Total Count—Segment Four _____

SEGMENT FIVE: TAPE EIGHT Page 78 (1 minute, 54 seconds)

START TAPE: *Your programmer has just demonstrated that there's something wrong with this word.*

STOP TAPE: *Notice that the two vowels must sit side by side in a word.*

Total Count—Tape _____

Total Count—Segment Five _____

SEGMENT SIX: TAPE EIGHT Page 78 (2 minutes, 10 seconds)

START TAPE: *Now look at page 10 of your books again.*

STOP TAPE: *So much for the First Golden Rule of Reading, the Double Vowel Rule.*

Total Count—Tape _____

Total Count—Segment Six _____

SEGMENT SEVEN: TAPE EIGHT Page 80 (2 minutes, 50 seconds)

START TAPE: *The second of the Golden Rules is so important that . . .*

STOP TAPE: *Notice how the pals SH and TH really make these last two words into two-letter words.*

Total Count—Tape _____

Total Count—Segment Seven _____

SEGMENT EIGHT: TAPE EIGHT Page 81 (3 minutes, 52 seconds)

START TAPE: *Now that we know that the E at the end of any word is silent . . .*

STOP TAPE: *Please give your attention to the screen.*

Total Count–Tape _____

Total Count–
Segment Eight _____

SEGMENT NINE: TAPE EIGHT Page 82 (1 minute, 31 seconds)

START TAPE: *Here is a made up word.*

STOP TAPE: *They belong to you completely.*

Total Count–Tape _____

Total Count–
Segment Nine _____

SEGMENT TEN: TAPE EIGHT Page 83 (3 minutes, 10 seconds)

START TAPE: *Let's get back to this made up word.*

STOP TAPE: End of programming session.

Total Count–Tape _____

Total Count–
Segment Ten _____

Tape Nine

SEGMENT ONE: TAPE NINE Page 85 (1 minute, 13 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *. . . that the E could make this G take the J sound and say "J."*

Total Count–Tape _____

Total Count–
Segment One _____

SEGMENT TWO: TAPE NINE Page 86 (1 minute, 57 seconds)

START TAPE: *However, you have only just begun to learn about the power of this letter.*

STOP TAPE: *Because every time you add an ED or an ING ending to HOP it changes to HOPED or HOPING.*

Total Count–Tape _____

Total Count–
Segment Two _____

SEGMENT THREE: TAPE NINE Page 87 (1 minute)

START TAPE: *Let's look at the word which is causing all the trouble–HOPE.*

STOP TAPE: *How's this for power?*

Total Count–Tape _____

Total Count–
Segment Three _____

SEGMENT FOUR: TAPE NINE Page 88 (32 seconds)

START TAPE: *Let me show you why we drop the silent E from a word.*

STOP TAPE: *Instead of HOPING we'd end up with HOPEING.*

Total Count–Tape _____

Total Count–
Segment Four _____

SEGMENT FIVE: TAPE NINE Page 89 (55 seconds)

START TAPE: *Let's start with HOPE again and shoot for HOPED.*

STOP TAPE: *There is no such thing as a D ending. It is always ED.*

Total Count–Tape _____

Total Count–
Segment Five _____

SEGMENT SIX: TAPE NINE Page 89 (54 seconds)

START TAPE: *Knowing this will help you a great deal when you are using the Formula in your Dialog Group.*

STOP TAPE: *Even if you don't know a word after you have taken off its suffix, it will still be easier to attack.*

Total Count—Tape _____

Total Count—Segment Six _____

SEGMENT SEVEN: TAPE NINE Page 90 (1 minute, 43 seconds)

START TAPE: *For this to work best, however . . .*

STOP TAPE: *. . . and why in the world have a rule like this in the first place?*

Total Count—Tape _____

Total Count—Segment Seven _____

SEGMENT EIGHT: TAPE NINE Page 91 (1 minute, 37 seconds)

START TAPE: *Here is a word which ends in the consonant P.*

STOP TAPE: *We must protect against it by doubling the final consonant.*

Total Count—Tape _____

Total Count—Segment Eight _____

SEGMENT NINE: TAPE NINE Page 91 (1 minute, 34 seconds)

START TAPE: (RULE) *To attach a suffix which starts with a vowel . . .*

STOP TAPE: *Now please return your attention to the screen.*

Total Count—Tape _____

Total Count—Segment Nine _____

SEGMENT TEN: TAPE NINE Page 93 (1 minute, 25 seconds)

START TAPE: *You are now one step away from final control of the vowels.*

STOP TAPE: *. . . is to cheat all the members from the learning that word could teach.*

Total Count—Tape _____

Total Count—Segment Ten _____

SEGMENT ELEVEN: TAPE NINE Page 94 (2 minutes, 27 seconds)

START TAPE: *Imagine now that you don't know this word.*

STOP TAPE: *You are always the final judge when you use Formula Phonics word attack rules.*

Total Count—Tape _____

Total Count—Segment Eleven _____

SEGMENT TWELVE: TAPE NINE Page 95 (3 minutes, 52 seconds)

START TAPE: *Look at word Number Two.*

STOP TAPE: *Please return your attention to the screen.*

Total Count—Tape _____

Total Count—Segment Twelve _____

SEGMENT THIRTEEN: TAPE NINE Page 96 (1 minute, 53 seconds)

START TAPE: *At this point it may appear to you that English spelling is haphazard.*

STOP TAPE: End of programming session.

Total Count—Tape _____

Total Count—Segment Thirteen _____

Tape Ten

SEGMENT ONE: TAPE TEN Page 98 (2 minutes, 49 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *However, any extra time you spend looking over these pals will make your learning in the Dialog Group that much faster.*

Total Count–Tape _____

Total Count–
Segment One _____

SEGMENT TWO: TAPE TEN Page 99 (1 minute, 39 seconds)

START TAPE: *Now, let's put the three sounds F, L, and ING together.*

STOP TAPE: *Everything we have done in all of the previous programming sessions was planned to move you into a world where you could always say, "I read it."*

Total Count–Tape _____

Total Count–
Segment Two _____

SEGMENT THREE: TAPE TEN Page 100 (1 minute, 18 seconds)

START TAPE: *Look at, but don't call out the word on line four.*

STOP TAPE: *. . . and also cut down on the number of sounds you will need to blend.*

Total Count–Tape _____

Total Count–
Segment Three _____

SEGMENT FOUR: TAPE TEN Page 101 (1 minute, 2 seconds)

START TAPE: *Notice that when I attacked the word, my first step . . .*

STOP TAPE: *The second word on line seven has been done for you.*

Total Count–Tape _____

Total Count–
Segment Four _____

SEGMENT FIVE: TAPE TEN Page 104 (1 minute, 16 seconds)

START TAPE: *You are now ready to mark up an entire word.*

STOP TAPE: *Your instructor will give you this first quiz before your first dialog.*

Total Count–Tape _____

Total Count–
Segment Five _____

SEGMENT SIX: TAPE TEN Page 105 (3 minutes, 5 seconds)

START TAPE: Sound of drums (THE FORMULA)

STOP TAPE: *. . . and show you how it should be attacked since it isn't "parade."*

Total Count–Tape _____

Total Count–
Segment Six _____

SEGMENT SEVEN: TAPE TEN Page 106 (2 minutes, 41 seconds)

START TAPE: *Find the first word on line two.*

STOP TAPE: *Mark up your word like the last one.*

Total Count–Tape _____

Total Count–
Segment Seven _____

SEGMENT EIGHT: TAPE TEN Page 107 (1 minute, 24 seconds)

START TAPE: *Find line four on page seventeen.*

STOP TAPE: *Please mark up the last two words and then give your attention back to the screen.*

Total Count–Tape _____

Total Count–Segment Eight _____

SEGMENT NINE: TAPE TEN Page 109 (2 minutes, 24 seconds)

START TAPE: *Now back to the Formula, and this time we'll put it all together.*

STOP TAPE: *Now we'll sound it out.*

Total Count–Tape _____

Total Count–Segment Nine _____

SEGMENT TEN: TAPE TEN Page 110 (1 minute, 25 seconds)

START TAPE: *Turn to page eighteen in your books.*

STOP TAPE: *Of course this is the way the Formula works.*

Total Count–Tape _____

Total Count–Segment Ten _____

SEGMENT ELEVEN: TAPE TEN Page 111 (2 minutes)

START TAPE: *Now, let's go back and find out how these men got back into the camp.*

STOP TAPE: End of programming session.

Total Count–Tape _____

Total Count–Segment Eleven _____

Tape Eleven

SEGMENT ONE: TAPE ELEVEN Page 112 (49 seconds)

START TAPE: Beginning of voice.

STOP TAPE: *A vowel says what it must to make sense.*

Total Count–Tape _____

Total Count–Segment One _____

SEGMENT TWO: TAPE ELEVEN Page 115 (1 minute, 59 seconds)

START TAPE: *Finally, we gave you the Formula.*

STOP TAPE: *You'll learn how to function independently by taking part in the numerous Formula Phonics dialogs.*

Total Count–Tape _____

Total Count–Segment Two _____

SEGMENT THREE: TAPE ELEVEN Page 116 (1 minute, 44 seconds)

START TAPE: *The Formula Phonics Dialog* (picture)

STOP TAPE: *All of the practice on letter sounds and rules which a person will ever need, he can get by taking part in dialogs.*

Total Count–Tape _____

Total Count–Segment Three _____

SEGMENT FOUR: TAPE ELEVEN Page 117 (1 minute, 33 seconds)

START TAPE: *Here's how a Dialog Group works.*

STOP TAPE: *You will learn to make the best use of your Pal Sheets which are found at the end of your book.*

Total Count—Tape _____

Total Count—Segment Four _____

BECAUSE THE MATERIAL USED IN DIALOG GROUPS FOR SEGMENTS FIVE, SIX, AND SEVEN DIFFERS IN THE LEVEL II AND LEVEL III TAPES, THE TIMES AND TIME WORD CUES WILL BE GIVEN FIRST FOR LEVEL II TAPES AND THEN FOR LEVEL III TAPES.

LEVEL II:
SEGMENT FIVE: TAPE ELEVEN Page 118 (8 minutes, 52 seconds)

START TAPE: *Let's look at the Formula Phonics process.*

STOP TAPE: *Soon you'll be using the Formula by yourself when you're reading alone and encounter a problem word.*

Total Count—Tape _____

Total Count—Segment Five _____

LEVEL III:
SEGMENT FIVE: TAPE ELEVEN Page 119 (6 minutes, 42 seconds)

START TAPE: *Let's look at the Formula Phonics process.*

STOP TAPE: *Very good. Now add the D. Described. Very good. Described.*

Total Count—Tape _____

Total Count—Segment Five _____

LEVEL II:
SEGMENT SIX: TAPE ELEVEN Page 119 (2 minutes, 8 seconds)

START TAPE: *You will learn that there really is no way to separate your use of the Formula . . .*

STOP TAPE: *. . . near the edge. Right. Ridge. Very good.*

Total Count—Tape _____

Total Count—Segment Six _____

LEVEL III:
SEGMENT SIX: TAPE ELEVEN Page 119 (5 minutes, 43 seconds)

START TAPE: *There is really no way to separate your use . . .*

STOP TAPE: *Go ahead. You're reading beautifully. Go ahead.*

Total Count—Tape _____

Total Count—Segment Six _____

LEVEL II:
SEGMENT SEVEN: TAPE ELEVEN Page 120 (2 minutes, 37 seconds)

START TAPE: *You should always try to connect what you are reading with . . .*

STOP TAPE: *. . . in this place, referred to New York. OK. Take off.*

Total Count—Tape _____

Total Count—Segment Seven _____

LEVEL III:

SEGMENT SEVEN: TAPE ELEVEN Page 120 (5 minutes, 1 second)

Total Count—Tape _____

Total Count—
Segment Seven _____

START TAPE: *You should always try to connect what you are reading with . . .*

STOP TAPE: *E.S.P. can be seeing something before it happens or seeing it after it happens, or even seeing it while it happens—in a different place.*

SEGMENT EIGHT: TAPE ELEVEN Page 121 (1 minute, 9 seconds)

Total Count—Tape _____

Total Count—
Segment Eight _____

START TAPE: *During the dialog not only must you be able to use the Formula to attack unknown words . . .*

STOP TAPE: *Sixty-six is very good. Very good. OK. Carry on.*

SEGMENT NINE: TAPE ELEVEN Page 122 (2 minutes, 55 seconds)

Total Count—Tape _____

Total Count—
Segment Nine _____

START TAPE: *In closing, let's review with this class.*

STOP TAPE: End of programming session.